

# THE Language Teacher

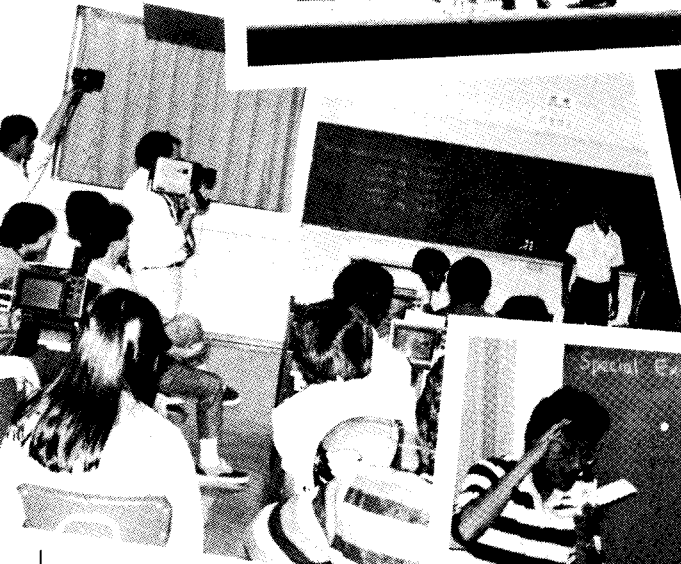
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**JALT**

## ENGLISH through DRAMA



# this month....

Special LT Interview: Richard Via .....	3
Drama and the Language Teacher: From an Old Hand .....	6
Why Drama? .....	8
Letters to the Editor .....	9
Total Physical Response in the Language Laboratory .....	10
Video English.. .....	11
My Share: A Summer Letter Assignment .....	13
JALT'84 .....	15
JALT News .....	18
Communicative Language Teaching: RELC, April 1984 .....	19
Membership Update .....	20
Fourth Annual Summer Institute for Japanese Teachers of English .....	25
JALT: Yesterday, Today and Tomorrow (7) .....	27
Chapter Review .....	29
JALT UnderCover .....	39
Bulletin Board .....	48
Positions .....	52
Meetings.. .....	52

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The Japan Association of Language Teachers is a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. It is the Japan affiliate of TESOL and FIPLV. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of any nationality, regardless of the language taught. There are currently 16 JALT chapters: Fukuoka, Hamamatsu, Hiroshima (Chugoku), Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Okayama, Okinawa, Osaka, Sapporo (Hokkaido), Sendai, Takamatsu, Tokyo, and Yokohama.

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## Special LT Interview

As this issue of *The Language Teacher* is a special one on Drama, it seems fitting that an interview with **Richard Via** be included. Larry Smith of the East-West Center in Honolulu, a colleague and long-term friend of Via's, was willing to talk with him about matters concerning the use of drama in language teaching as well as other subjects. The following is only part of a long, taped conversation, sent from Hawaii.

Richard Via is well known here in Japan; he has given numerous workshops at JALT conferences, chapter meetings, summer institutes. His books include *English in Three Acts* (University of Hawaii Press, 1976) as well as the more recent *Talk and Listen* (Pergamon Press, 1983).

**LS:** *I've talked to you a lot about drama and the use of drama. How did you get into this? I know you went to Japan on a Fulbright, but actually how did you get into the use of drama techniques for language teaching?*

**RV:** The first time, I found out there were students at various universities that were putting on plays in English, in competition, and this was all an extracurricular activity. It was sponsored by the ESS, the English Speaking Society. And so I just went to help them with their productions and I saw the way they were approaching a play. They had memorized their lines. They made no communication with it. It was just when one stopped, the next one started. The movements seemed to have no relationship to what was being said. In other words, it was like many American high school plays. And in order to help them, you had to go way back to looking at the play, to looking at what the words are saying and what's under the words. But first you have to really talk to the person. It's not memorization. It's not recitation.

So a definition that I use for drama very often is that it is communication between people. And in this case they were putting on theater; so it's communication between people, for the benefit of other people.

As I began to help them with their plays, I began to realize that an actor goes through many of the same things that a language learner goes through. When you get the play, in many ways, it's a foreign language.

**LS:** *So when you started with this idea in Japan, it wasn't that you were going to be there to help these students learn English; it was just to put on a play.*

**RV:** Yes, I just wanted the play to be better. I was trying to help them to put on a very good play. And to make it a believable experience rather than just a memorize-them type of thing.

**LS:** *Believable for themselves or believable for their audience or both?*

**RV:** Both. If they don't believe it then the audience won't believe it. That was what was happening. They didn't believe it and therefore the audience didn't believe it.

**LS:** *And people thought it was good because each person said his lines clearly, not that each person acted realistically.*

**RV:** . .and didn't forget the lines. . .and that was the standard. It was understood that if you understood the words and didn't forget your lines, then that was success, whether it communicated anything. In fact, that is what it communicated.

I think as I began to work and students began to realize what I was driving at and then after the first "model production" – this year (1984) will be the 18th as they've continued on their own without me – so many students came away and said, "Oh, they all talk like native speakers." Actually, they didn't talk like native speakers; they talked like Japanese speaking English. But what the students were perceiving was a communication and therefore it seemed similar to the way native speakers talk to each other. Because these students were communicating with each other and the others could get that they were, the others felt they were communicating.

**LS:** . . something real. . .

**RV:** And so the students felt they were like native speakers. That's what gave the magic to Model Production (MP) people.

**LS:** *The people who joined MP then were doing it both to do a play and also to develop some communicative ability in English.*

**RV:** The first one was done, I think with 17 universities in the Tokyo area involved so they could go through the experience of working on a play using professional drama techniques. Then they would go back and work with their students so that their university could learn those techniques.

**LS:** *In their own theaters.*

**RV:** Yes.

**LS:** *How many techniques did you incorporate? How many of the techniques originated in the theater or are similar to those that actors and actresses use in putting on their plays?*

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**RV:** Oh, all of them that we're using now. One is relaxation, which can be useful to shape the classroom atmosphere or the rehearsal room atmosphere. You have to be very comfortable so that you don't mind making mistakes because American actors working on a play have to experiment. They have got to be able to try the language; they've got to be able to find different parts of themselves in order to play a role. And in order to do that you've really got to feel secure with the people that you are working with. And so a language learner has the same need. Stevick has said this. A lot of people have said this: The classroom atmosphere is. . .

**LS:** . . .almost detrimental to the learning process.

**RV:** Well, not if it's a good classroom atmosphere. .

**LS:** Yes, yes, yes.

**RV:** But where there's any kind of tension, any kind of pressure, that is detrimental. So one technique is so you could arrive at this state of being relaxed. It doesn't mean you're sleeping, but that you are so involved and interested in what you are doing that there is little concern about the others.

You also know that the other people want to support you. So it is a group effort and the whole thing of language is a group effort, rather than an individual effort. A play is a group effort, of really talking to the person and really listening to the person. Listening becomes so very important. You can't be a good actor without being a good listener.

**LS:** This business about its being a group effort. By group effort, do you mean two people? Are we a group? Or do you mean it's a group effort by being usually involved with more than two people as with several characters in a play?

**RV:** Both. I think there could be two people in a group, learning language together. Two people could rehearse a play – it won't be a play without an audience – two people could work on a play and really communicate with each other to interpret that play. It could be a drama.

**LS:** Now, you have to reconcile that statement of language learning being a group effort with a statement that you've made often about how drama techniques are concerned with the individuality of the individual.

**RV:** The individuality of the individual becomes the strength of the group. What an individual brings to the group is his individuality.

Let's say we've taken a classroom and divided the students into a number of groups. One person may have tremendous language ability. He may have just marvelous pronuncia-

tion. So maybe that is what that person can contribute. Maybe he's not imaginative at all. If we've got an improvisation going and one person has got tremendous imagination, he brings that to the group. So each person brings something different to the group and that becomes the strength of the group.

**LS:** You amplify that and make the group aware this individual has this particular skill?

**RV:** No, they find that out themselves.

**LS:** As the leader or as the teacher of this group, you'd be aware of what this person has as a strong point. You'd make this person feel good about himself by saying or giving some clue to that person. So no one feels superior or inferior.

Another thing I'd like to ask you concerns your saying that you hate the term "role play." So many people in language learning who use drama techniques talk about role play and say they use simulation and role play. You use it pejoratively in your writing, although you realize that some people use it well and effectively. What do you have against role play?

**RV:** It's just my own training. It has a connotation of bad acting because it has the connotation of pretending, rather than being. The kind of role playing I accept is that each of us plays many roles every day. But that's reality, that's

**LS:** So you mean, son, brother. .

**RV:** customer. .

**LS:** . . .employer-employee. .

**RV:** And we jump from one to another constantly so it's a real form of role playing. But too often in language teaching we have said. . .

**LS:** . . . .pretend to be. . .

**RV:** . . .pretend to be, or in his role play, you're going to be a storekeeper or you're going to be a customer or whatever.

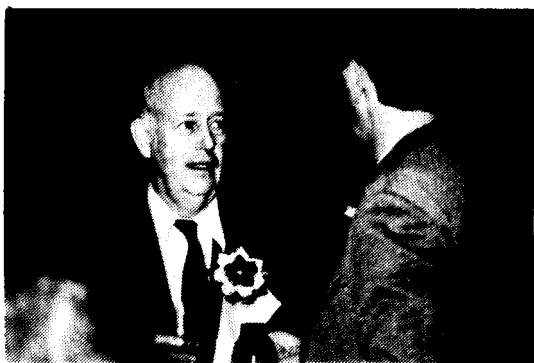
**LS:** How would you say that now? How would you as the teacher say that to a student?

**RV:** OK, now in this improvisation, you're now an airplane pilot, you're a housewife. . .

**LS:** It's not that you are going to play a housewife but that you are to be a housewife. But if you are not a housewife. .?

**RV:** Then you get to another drama technique, the Magic If of Stanislowsky's. If I were a housewife, if I were in the situation, how would I say these lines already written down? Not, how do I think I should be. You have to find yourself.

Now it may be a wrong interpretation of



reality. But at that moment in time, this is as close as she can come to the truth and she can find her own feelings.

**LS:** *Do you find people need some time to get into this?*

**RV:** I think one problem occurs when people come to watch me do a workshop or have a demonstration. I have such limited time that when I give a situation, we don't have time to work on it or go back and forth. Occasionally, I'll say "Let's do that one more time." But most of the time I think people don't really think you need to work on it. Yet even a trained actor can't come up with it the first time.

I guess one of the things we're not working for is for people to be perfect and so I wouldn't get hung up on this. It's necessary for an actor to do that. The language learner may find many different truthful solutions to what might be acceptable.

**LS:** *Can a regular classroom teacher do that without much training? You've talked about relaxation in the classroom and talked about "I am" and Magic If. You said the things you actually do are drama techniques. How about the teacher who's off in X province? Can that teacher do this?*

**RV:** Yes. First of all, they can stop being a teacher. Teachers don't have all the answers. Students have some of the answers and one of them is how the student would interpret the situation.

**LS:** *Where does the model come from then?*

**RV:** The teacher can't help but be the model. Or a tape could be. It depends on what you mean by being a model.

**LS:** *Suppose we're going to do Our Town. You can buy a tape of Our Town. So will it be a good exercise for the students to hear that tape?*

**RV:** No. The tape is not a tape of the performance. It's a tape of people reading the play. They're probably not making any contact with each other. They're using a different technique,

a radio technique. - There can not be any dead air. In a play, there can be dead air, because something is happening. . .

**LS:** *By "dead air, "do you mean silence?*

**RV:** Yes. And if students use that tape, they will copy it and what they're copying is someone else's interpretation of a reading. It doesn't communicate and the only way to communicate is for that person to find how they would feel in that moment, to express their emotion.

**LS:** *A lot would depend on what you call "given circumstances."*

**RV:** Yes. If we have a dialogue, if there's a dialogue that we're using from a textbook or that the teacher wrote - that's the best kind of dialogue - if we just say it is two people at a bank or two people at the airport, or even if we give them names, Mr. and Mrs. Johnson, the dialogue proceeds and it's not very interesting. That's not enough information for students to be able to interpret it. Very often the teacher will say something such as "Put some emotion into it." "It's flat." So when we talk about given circumstances, we go into all kinds of information. So we know what time it is. We know that Mr. and Mrs. Johnson are a very old couple, on their way to see grandchildren they've never seen before. That gives a whole new dimension.

**LS:** *When would you allow the students to have some influence in giving circumstances?*

**RV:** As soon as they can.

**LS:** *Another question comes up in reference to the "I am" technique. Japanese sometimes say to me, 'If I become fluent in English, I will lose part of my Japanese-ness.'*

**RV:** You've opened up a can of worms! We can change. Language broadens us and opens up, in the old cliché, another world. We can expand. We are exposed to new ideas, and new thin& and we choose to change if we want to change. But that can happen without the language. We can learn all these new ideas and all these changes in Japanese. And we can change and be rude to our elders and many do. You can not be anyone else but yourself. That is a fact.

You can talk another language. You can put on make-up. You can talk in a different way. But you can not be anyone else. If every time you learned another language you took on a new personality, we would have a lot of schizophrenics running around.

Certainly, English allows Japanese to do certain behavioral things when they are using English. They may talk to people in a different way than Japanese allows them to. But it doesn't change the personality or make them lose their Japanese-ness.

**LS:** *In relation to this, the other day I heard you give the example of a diamond. Could you*  
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explain that?

**RV:** A good diamond, I am told, has 144 facets. If we look at a person or personality as a diamond, what we see are the facets right on top, those top eight or 12 facets. But down under those there are other facets. You probably know all the facets about yourself. But your wife knows some of them, but not those that you display at work, for example. Maybe some facets only you know. All those facets affect the sparkle of the diamond. Some of them might not be good facets; they may be chipped.

An actor can use these different facets. If I'm in a play, and I need this facet which may be the facet that I'd like to see,, to show, I can pull that out and make that shine. I can twist the diamond and just for those two hours on stage I can make it shine.

**LS:** *Can I restate this for language learning? Maybe learning English, for the Japanese, for example, allows the diamond to be tilted and it may not create any more facets than are already there in their personalities. But speaking in English may just turn it so that you then see those facets which are not seen when using Japanese.*

**RV:** Yes, maybe that's the answer. ...



## DRAMA AND THE LANGUAGE TEACHER: FROM AN OLD HAND

**James House** is an instructor at Simul Academy and Meiji University and an actor with Albion-Za.

English cannot be 'taught' through drama. But drama can act as a communication catalyst for the student of English, or any other language for that matter. The supremacy of communication over grammar training and vocabulary building has led to an increasing awareness of the importance of drama in language learning.

In this brief article I would like to point out some areas that I feel are critical in the use of drama techniques. "The suspension of disbelief" although not a new idea - I believe the ancient Greeks invented the term - is an essential aim of the drama teacher. Interaction and characterisation are important in creating a situation of real communication in the classroom. One of the main challenges of drama, as in other subjects too, is to stimulate the students into action. There has been an increasing tendency to use drama in a somewhat dry scientific way, to reduce some of the techniques to intellectual games and to ignore the human and emotional factors, which are the roots and the point of drama.

Terms such as role play, simulation exercises and pair work, devised to describe classroom communication activities, have been the lifeblood of the world of drama for centuries. In essence they are all drama techniques and the privileged visitor to a drama school or ensemble theatre company will see actors involved in these activities daily.

However, in role play, simulation or pair work, the real secret is the suspension of dis-

belief. If the student can really believe himself to be the President of the United States, for example, then he will call up resources of imagination and language which will in turn suspend the disbelief of the listener.

This happened recently in a class of mine entitled 'Beef and Oranges.' I had constructed a simulation exercise or outline scenario based on the recent trade negotiations on this issue for an advanced class in public speaking. Thus I was using drama techniques to elicit 'authentic' speech appropriate to the situation. To my pleasurable surprise, the students entered into the game with such spirit that I almost had a trade war on my hands in the classroom! Communication had taken place and many of the students had experienced the thrill of getting involved, that is, angry, worried or happy, in a foreign language. Some of them had actually become Americans for a short period, however uncomfortable that may have been!

That particular class was a success and in a puffed-up and euphoric state, I went on to use the same exercise with another class on the same course. The result, predictably, was less happy. The students carried out the tasks and, no doubt from a pedagogical point of view, the lessons of communication were absorbed. However, the total sense of excitement was missing and here is the key problem with using drama. The teacher must not only plan carefully what he intends to do and give clear instructions to the students but he must inspire them with a sense of excitement and adventure in what they are about to do. The students must be receptive to the idea. Interaction will then take place between the teacher and the students and among the students themselves. If this spark of interaction is lacking, the results tend to be less impressive.

A big project such as 'Beef and Oranges' has to be planned almost like a TV drama. The teacher must provide a list of interesting characters, suspenseful scenes and a strong storyline. I find it particularly useful to have a final resolution scene on which everything depends. That way the students forget to look at their watches even when you go 10 minutes over class time.

There are many times when teachers want to use drama in a more limited way, perhaps through a short, 10-minute dialogue exercise out of a 50-minute lesson, with the students in pairs at their desks. Even here, I think it is well worth spending time and effort to infuse some sense of character into the pair work because it usually results in a much more committed approach and more 'authentic' language is produced. It helps to ask the students to provide a short biography of the person they are being and to ask them to attempt to be as faithful to that as possible. The danger is that students simply become 'themselves' and casual in the exercises and therefore not extend themselves imaginatively or linguistically.

Stimulating students into action is a very critical area both in drama and English teaching, and each teacher has his or her own way of doing it. I try to be enthusiastic in my presentation and show my personal enjoyment in what we are about to do. In assigning roles or explaining procedure, I aim to amuse the students and get them to 'feel that the task will not be frightening or dull. Once the students are in groups preparing their characters and courses of action, I go round the groups advising, chiding and joking. Thus the stimulation procedure is prolonged until the students themselves are fully involved.

This method has generally worked for me but in Japan it has been much harder to apply owing to the well-known reticence of Japanese learners of English. A few students resolutely resist any attempt to get involved in activities. This is because they feel such games are beneath them or, as in the case of young returnees from overseas I have come across, they feel they have nothing more to learn. The teacher has to hope that in the course of time these students will see the error of their ways. Once involved, however, students often find that the drama element in the class is the most enjoyable and demanding part.

The main value of drama to the EFL teacher is as a tool to develop spoken communication. However, it should be said that visual elements are important too. Eye contact, facial expression, gesture and bodily movements (body language) are essential parts of the speech process.

There are a number of mime and limited movement exercises which can be done in the average classroom to make students aware of these factors. However, such activities should be related to a following exercise to show their relevance. I do a lot of demonstrations for my

students, mostly I suppose because I am an old ham, but also because I feel that if they see I am willing to make a fool of myself in front of them, they might be willing to reciprocate. For example, I give them my interpretation of a pompous politician talking on television and encourage them to mimic their own favourites in groups or pairs and then go on to an exercise involving such a character.

Having a background in drama, I naturally use it as much as I can in classes. However, I don't believe it should be used in a cavalier fashion, just to give the students something to do. Such an approach gives the subject a bad reputation, which it does not deserve. Drama in language teaching makes a valuable and serious contribution. The planning and execution of a drama class is every bit as demanding, intellectually and physically, as an English class. However, it has been a long time since drama was confined to churches so I must not succumb to the temptation of preaching, especially to the converted.

A lesson in not taking oneself too seriously was given to me when I was a young student doing my first teaching practice in a 'rough' boys' secondary school in London. I entered my first class with fear and trembling. However, I had prepared my lesson well. In fact I had 'lifted' it from a book written by one of my college teachers. The class started reasonably well, but halfway through I completely forgot what I was supposed to do next. Instantly sensing my plight one of the boys said, "Don't worry. I know what to do, sir. One of the students from your college did this lesson with us last year."

Many books, some would say far too many, have been written about drama teaching and teaching English through drama so the teacher who aspires to use drama has a vast array of material to choose from. There are many courses available too, where different techniques and approaches are demonstrated. Reading books and attending courses can prepare a teacher to use drama in the classroom and can also give new ideas and insights to the old hand. The ultimate test, as always, is whether it works for you and your students in the classroom.



## WHY DRAMA?

By Alison Etter

Being a firm believer in the art of 'showing' rather than 'telling,' I have long been on the lookout for tools which can be used to do this in the classroom. And one problem which raises itself in the English classroom in Japan is that students typically utter English-sounding phrases in Japanese intonation patterns spoken faintly and often from behind a hand covering the mouth.

The question is how to get them to 'come out' more when speaking English ~ to put some life and expression into what they say. How can you explain, especially to a lower-level class, how important it is to make eye contact and how closely language is tied to the culture of those who speak it?

The answer is - you can't. Not in words. But there *is* a way to assist them to discover themselves that communication takes place on a variety of levels that have nothing to do with the words: body language, voice tone, volume and pitch, as well as emotional undercurrents, are all integral components of communication.

Consider the following conversation -

- A: When can I see you again?  
 B: It's up to you. You're the boss.  
 A: How 'bout the day after tomorrow?  
 B: Sure. What are your plans?  
 A: I'd rather not say.  
 B: Oh. You're full of surprises, aren't you?!

Now, this conversation is open to endless interpretations and can be uttered by two people in any number of relationship patterns. Consider A is a man and B is a woman. A is in love with B, but B does not love A. A is leaning towards B while B's arms are folded over her chest. Her responses are flat, short and the intonation indicates distaste. She does not look directly at A.

Next, suppose that B loves A and A does not love B but is forced to make a business appointment with B. The scene is reversed.

Try again. This time A is the mother of B, a teenage daughter who has recently left home. Or A is a dentist and B a patient. Or A and B are lovers who are having this conversation in church, during the sermon. It works best if the two whisper into their hands while looking straight ahead, at the imaginary minister.

None of these situations will be convincing

if the words are simply read in a flat, expressionless voice. The student *must* put him/herself into the character and respond as someone in that situation actually would, with the appropriate gestures, pauses and degrees of eye contact. If you put the performers in a designated acting area and cast the rest in the role of audience, it becomes quickly obvious when a scene 'doesn't work,' and, with a bit of prompting from the teacher, soliciting observations of body stance or eye contact, it becomes obvious why. The very same words can be used, they discover, to express any number of completely different situations.

Richard Via, in his book, *English in Three Acts*, offers a lot of such usable suggestions in terms the layman can understand and easily implement. And, as he developed his ESL Through Drama curriculum in Japan, his examples are relevant to teaching Japanese students. If you wish to explore this avenue further, he outlines a step-by-step approach to mounting a full-scale drama program for the ESL classroom.

Why drama in the classroom?

Because it works. Drama can help bridge the gap between language and communication and demonstrate the close correlation between language and culture.

### Reference

1. Via, Richard A. 1976. *English in Three Acts*. The University of Hawaii Press, p. 20.



# LETTERS to the Editor

## LOGIC: EAST AND WEST

I'd like to add a few thoughts to Ronald Gosewisch's very good review of Masao Kunihiro's lecture centering on the differences between the U.S. and Japan (May, pp. 24-25). Mr. Gosewisch writes that Professor Kunihiro "compared western or Aristotelian logic to that of Japan. The Aristotelian is an either/or approach, whereas Japanese might be termed tetralinear. That is, to answer the question, 'Is there life after death?', the Aristotelian approach allows that only one of two answers is possible: Yes or No. The tetralinear or Japanese approach allows four answers: Yes; No; It can be said yes or no; It cannot be said yes or no."

In thus summarizing thousands of years of intellectual history, Professor Kunihiro is guilty of severe over-generalization.

For one thing, calling Western culture "Aristotelian" ignores the influence of Asian mysticism -- the so-called Judeo-Christian tradition -- which eclipsed and then incorporated the Hellenic tradition. (More Westerners know the Old and New Testaments than know Aristotle.) It also ignores the influence of Hegelian/Marxian dialectic and modern theories of relativity on Western thought. These shook the Aristotelian model of a static universe.

I note that Professor Kunihiro makes a sharp distinction between "Japanese" and "Western." This approach is both closer to his "Aristotelian" -- "Western" -- model and typical of a dominant mentality in Japan -- the sort that stresses differences between "We Japanese" and "foreigners." Let people who have lived in Japan for a while think back to how many times they have heard lectures or discussions on similarities between Japan and other cultures -- or about how something can be both "foreign" (like baseball) and Japanese. I personally cannot think of any. But I do remember many a stern lecture on "the Japanese way" and the shocked surprise I gave people by dexterously using chopsticks to shove raw fish and *natto* into my mouth like "We Japanese." Whatever the Japanese obsession with Japan's uniqueness is, it isn't "tetralinear."

I also think that defining a culture by "logic" is fallacious. A culture may have a body of ideas incorporated into its literature, but how it uses them largely depends on that culture's political make-up. Thomas Aquinas, an Aristotelian, believed faith should be governed by reason, but believed the Church had ultimate authority on truth. Thomas Paine also believed in reason? but he thought every person possessed common sense and had the capacity to discover

truth on his or her own. Between them lies the Gutenberg press, the Renaissance, the Protestant Reformation and the American revolution.

Japan and the U.S. have access to roughly the same body of knowledge -- the Japanese may have a better understanding of Marx, as Marxist professors aren't as apt to be as discriminated against as in the U.S. but this probably has less influence on their national consciousness than ideology. The Japanese have been stuffed with *Ware ware Nihonjin* attitudes all their lives; Americans have been stuffed with superlatives (America is the greatest, the freest, the richest, the most powerful, the most generous, etc., etc. country on earth.) This conditioning sticks with one and influences one's thoughts even after one has rebelled against it.

In this regard, perhaps the proper way to approach cultural differences would be first to note similarities.

Here I must stress that I don't wish to downplay cultural differences between Japan and other cultures. However, I must also stress that for every generalization you can make about cultural traits and differences, you can find examples which contradict it. Professor Kunihiro is right about the role of silence in the Japanese consciousness: it has meaning in conversation as space has volume in Japanese painting. But anyone who has grown hoarse trying to quiet down a classroom full of students knows that the Japanese are not always non-verbal. Anyone who has travelled through Vermont knows that all Americans don't put a premium on chatter.

What the foregoing has to do with EFL/ESL teaching in Japan is this: In order for effective language instruction to occur, some kind of common ground must be established between teacher and student, and this cannot happen if a lot of unwarranted cultural generalizations get in the way. For this reason, humanistic education ought to be more a part of ESL education (for teachers as well as students) than it is at present. A lot of cultural generalities can be deflated by close examination.

Also, prejudices which hamper language learning must be eradicated. The worst of these prejudices is the idea that a person somehow becomes less Japanese if s/he masters a foreign language too well. Certainly an important aspect of language learning is personalization -- internalization -- of language. This obviously can't take place if a person fears being in effect consumed by the foreign language s/he is studying. Such a person can at best be a memorizer and repeater of phrases. (The obsession with collecting English idioms and "useful expressions" -- usually clichés and catchphrases -- by some Japanese might be a symptom of the inability to internalize foreign languages.) Japanese foreign language teachers could be especially effective in stamping out this prejudice.

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Excellence in teaching languages in Japan – as teaching anything anywhere – often comes down to bucking the system.

**Alex Shishin**

**Aichi Institute of Technology**

## CLOWSE

I have read the two recent articles about cloze materials by Steven Tripp in *The Language Teacher*.

Using cloze does indeed offer advantages and possibilities; it does, however, also present problems. One problem is which responses to accept. This is usually brushed off with the suggestion that both the correct and second best answers are acceptable. For an insecure teacher, that is little help, however. Further, when using cloze materials with large classes, a likely result is pandemonium and/or endless correction. Overcoming the drawbacks is simple and there is a single article discussing it. Unfortunately, I have been unable to locate it this last month; perhaps you or a reader knows where it can be found.

The solution is to add words to an already completed piece of writing and then get the students to delete the added words. In tests, this enables quick and reliable correction and, when the method is used in teaching, there are clues that even an insecure instructor can master and explain unambiguously. This same instructor may have been putting in the extra words and so know which words were there originally.

The procedure I use is to leave the first and last sentences intact and then place extra words at 10-word intervals. The 10-word interval is an average; I use random numbers (0-10) and add 5. Usually I put in about 50 of these words for a test and the extra words are selected in some rigorous fashion from material of equal difficulty. The article that I cannot find claimed good correlation between results of ordinary cloze and "clowze" (my term) organized in this way.

Clowze materials are simple to prepare, easy to score and use in class, and they are far less ambiguous than cloze materials. A computer program for clowze would not be very difficult to make either.

**Torkil Christensen**  
**Hokusei Junior College**

## TOTAL PHYSICAL RESPONSE IN THE LANGUAGE LABORATORY

**By Chris McCooey, Nagoya Shoka  
University**

You may think that TPR and LL work are strange bedfellows, but my colleagues and I have found that the two techniques complement each other remarkably well. Just ask yourself: "Can *I* sit at a desk and concentrate totally on one task for 90 minutes without stretching, going to look out of the window or make a cup of coffee?" This rhetorical question may help you to realise that this necessary time of body rest and recreation can be incorporated into the lesson itself to the benefit of both the student and the teacher.

If the lesson time is an hour and a half, then at least two short "break-and-relax" periods should be incorporated after each 30 minutes of sedentary and intensive concentration of audio and/or visual materials. Observation of what people do when they break off from any period of concentration will give you an idea of what verbs to use for body exercises, i.e. *stretch*, *yawn*, *twist*, *massage*, *rotate*, etc. But don't rely on your memory – write them down on cards and keep them in a box by the master console for you and your colleagues to use. Use familiar nouns and verbs in combinations so that reactions become instinctive. Add to them as your inventiveness and your students' ability to understand increases.

A very simple stretch-and-relax exercise is to get the students to *remove* their headphones, *stand up* and *find* a space and then *sing* with actions to the tune of "There's a tavern in the town" the song: "Head and shoulders, knees and toes, knees and toes; Head and shoulders, knees and toes, knees and toes; One eye, one ear, one mouth, one nose; Head and shoulders, knees and toes, knees and toes." A potentially hilarious variation of this is to progressively miss out nouns but you must continue to touch the part of the body concerned, mouth the word but make no sound. The final verse is all physical jerks and actions but the student is singing the song in his mind and reinforcing his learning of the parts of the body by *touching* each in turn. .

Breathing exercises can be incorporated with definite aerobic benefits as well as introducing new vocabulary. A simple regimen might include such words and actions as *breathe*, *in*, *out*, *hold*, *count*, *deep*, *shallow*, etc. These exercises can also help pronunciation as well. For example: if the students are not opening their mouths wide enough, i.e. to differentiate between *collar* and *colour*, get them to breathe in deeply, put three fingers in their mouth and say "oh" several times.

Once the students have become familiar with the exercises and have been drilled and adequately prepared, you can invite one of them to lead the class or the row, or even to work in

pairs with each taking turns as the instructor. It doesn't matter if there are eight rows and eight leaders all instructing at cross purposes. This exercise forces the student to look at the student concerned, preferably at his lips, and to anticipate as well as to listen – it is excellent “mimi renshu” (ear training).

Never let the exercises become mechanical – keep the student, quite literally, on his toes by introducing new vocabulary. Such verbs as *swivel*, *shrug*, *roll* come to mind and nouns like *shoulder blade*, *temple*, *lobe* – watch for the quicker students to correctly identify the new word or action and then draw the class' attention to that student. If possible, re-inforce vocabulary that has been introduced in the audio-visual part of the lesson by repeating it during TPR.

Should the sophisticated technology at your disposal (the analyser, for example) decide to be cantankerous (and it *does* happen at the most exasperating times!) then don't despair. If the pick-up camera and the student monitors are still operational and you are doing multiple choice exercises based on a selection of pictures, you can get the students to answer, not by pressing buttons, but by holding up the appropriate number of fingers. Most of your students will have 10 of those handy little appendages and, as well as teaching them *thumb*, *index*, *middle*, *ring* and *little*, you can use them for simple mathematics, i.e. *add* two thumbs, the index finger of *one* of your hands and *both* ring fingers and what is the *total*? If you hear a deafening chorus of *five!* then *pat yourself* on the back twice with your *left* hand – any other number *repeat slowly*.

Using the conditional makes a pleasant change from the drill sergeant's strident series of commands. For example: *If* today is cloudy, *clap* your hands above your head once.” *If* you are tired, sit down, put your head on your forearms and close your eyes and dream of England in English.” You can introduce sequential time expressions like *first*, *next*, *then* and *finally* and introduce senses, feelings and expressions. Exaggerate to the point of pantomime if necessary. You can use *standing up* and *sitting down* as ways to answer true/false questions. Adapt, improvise, experiment and record those exercises that work for you and your colleagues – feedback from the students to the teacher and between teacher and teacher helps you to become a better one. Eventually you can do silent TPR – giving the students instructions by picture or the written word via the pick-up camera to their monitor. You can also do spelling exercises if you can project the letters of the alphabet onto the students' monitor and get them to point to the correct letters in turn. Failing that, get the students to spell out loud by drawing the letters with their finger in the air as they point at objects, i.e. pointing up, “How do you spell ceiling?” “C.E.I.” etc.

Remember that the main purpose of the language laboratory is to use the technology

to help you, the teacher, to teach, and to help them, the students, to learn. Feedback is essential and variety keeps both the student and the teacher mentally and physically alert and gainfully employed. In this respect TPR is so good. Even the student who is highly motivated has a limited attention span. So use TPR like ground baiting when you are fishing – little and often to keep 'em interested. If your interest and attention span is flagging, then the chances are that your students' are flagging too – so pep everybody up with some *ankle-waving*, *lung-expanding* contortions. Be sensitive to the needs of the class. For example, it's half an hour into the first class after lunch; the humidity and temperature are in the 90's; the air conditioning is budgeted for fiscal 1985: “O.K. class. Let's take a relaxing break. *Take off* your headphones, *pick up* your notebook. *Come* to the front *quickly*. *Make a circle* around your teacher. Now *fan* him for three minutes. . . .”

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## VIDEO ENGLISH

On May 7th, **John McGovern**, of the British Council in Jordan, ran a seminar on “The Use of Video in language teaching with particular reference to the use of *Video English*.” *Video English* is a new series of videocassettes developed by the British Council in association with the Macmillan Publishers.

Mr. McGovern started the seminar by playing a taped dialogue of a section from the video and then followed this up with the full video version ~ picture and sound. While doing this, he asked us to think about which version students and teachers prefer and why. The unanimous decision was that students prefer the ‘full picture.’ Mr. McGovern then went on to discuss why.

In a nutshell, it makes all important features of communication visible. Firstly, the participants are visible. We can see how old people are, what their status is and what their relationship is to each other. We can also see what kind of person they are. Tone is another thing we can “see.” Patience, sarcasm, bad temper, etc. are difficult with a tape alone. All these aspects of the visual, Mr. McGovern pointed out, give the teacher more to exploit and create a greater degree of interest for the students.

Secondly, interaction is also visible. Non-verbal language such as eye contact, posture and proximities of the participants *all* affect the meaning and can be used by the teacher to develop communicative competence. In this way, students can get a look at what we, as natives, use in ordinary transactional language and interaction. Basically then, video gives students access to *all* the clues necessary to assess what is going on in a given situation.

Thirdly, the setting is visible. “Real” set-  
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tings give the teacher far more to exploit and give students an aid to familiarization with the culture. Mr. McGovern gave the example of somebody in England studying Japanese and never having seen inside a Japanese home. Video can solve this problem.

Having said all this, he did stress that video is *not* the answer to all problems and that it must be investigated and exploited properly. Nonetheless, he said that it is certainly a rich resource and by far the best way of contextualising. It aids presentation of language and gives students a lot more to talk about.

We were then given a history of the process which led up to the making of *Video English*. This included using non-ELT, broadcast, and in-house produced material. For various reasons none were adequate and finally, in 1980, the British Council came up with the idea of netting hold of externally produced material. This would be flexible material, not to be used simply as a course, and to be produced in a modular fashion, with guidelines, but to be left up to the teacher as to how to exploit it.

The package contains eight 30-minute cassettes, a teacher's book, a student's book and demonstration cassette. The demo cassette shows Mr. McGovern teaching students at different levels and is a useful, inside look at what can be done with video. The target audience for the package is secondary students to adults and the cassettes run from Basic Beginners' level through to Advanced with two cassettes at each level.

At the Basic and early Intermediate levels, the language is scripted and predictable (although becoming less so in the early Intermediate). The emphasis is on the target language and fluency/vocabulary. Each cassette contains 6 modules with 4 sequences in each. Each module tries to cover the general responses (negative/positive, polite/familiar, etc.) in order to form an integrated whole of a given function.

At Upper-Intermediate and Advanced levels, the language is respectively controlled and improvised. At the Upper-Intermediate level, the emphasis is on events, not functions, hence fluency, not specific target language structures. Any idealised language is taken away, the purpose being to stimulate talk. The language is "controlled" in that it is scripted to a certain extent. At the Advanced level, the language is improvised and only the setting is controlled for the actors. At both these levels the cassettes are broken up into sequences alone: 6 and 4 respectively.

We then viewed part of the demo cassette. The lesson we saw was that of Mr. McGovern

teaching a group of Jordanian children at a Lower-Intermediate level. The function was 'Asking Permission' and, while viewing the lesson, we were asked to consider the following: What kind of questions does the teacher ask? What is the role of the teacher here? The first part of the lesson consisted of a silent viewing and, after this, the teacher asked context questions – similar to those used for audio except, it was pointed out, audio is not rich enough in material. With video, the teacher can ask lots of open-ended questions like: "Do you like him?" and "Look at his face. What do you see?" As well as setting the scene, these types of questions can also promote lots of discussion and get the students to predict what is to come. So even at the early levels there is plenty of scope for working on fluency and vocabulary, as well as the target language.

We then saw a sequence from the module 'Asking the Way' which is at the basic level. Again, it offered a wealth of information for questions on a silent-viewing basis. Another aspect is that the sequences can be broken up even further, for working on prediction and other discussion points, and these breaks can be made quite naturally and without interfering with the flow.

The final sequence we saw was at an Upper-Intermediate level and the theme was 'Making a Purchase.' As mentioned previously, the target language as a specific objective is dropped at this level and what we are concentrating on is the event and fluency practice. This scene was particularly amusing as we see a middle-aged woman and her husband trying to find a suitable pair of evening shoes in her very small size. She looks rather weary, as does her husband, and it is interesting to see the assistant and her husband help her to come to some decision. The woman, incidentally, has already decided she is not going to find what she wants! Interest is further enhanced by silent viewing, stopping just before a key point, etc. These techniques also help to promote argument, discussion and controversy, accompanied by such questions as: "How would you react in the husband's position? And in the assistant's?" Another activity recommended was to build up a picture of the characters as you go along, in the form of a grid. This grid can take the form of adjectives describing their reactions. Of course as the characters change, these observations must be revised.

All in all, the seminar offered some useful hints on how to use video in general, and *Video English* in particular, which seems to be a very valuable supplementary to courses at all levels.

*Due credit should be given to Ms. Claire Furneaux who assisted Mr. McGovern throughout the afternoon.*

# MyShare

## A SUMMER LETTER ASSIGNMENT

By Thomas N. Robb, Kyoto Sangyo University

If you sometimes receive letters or postcards in English from your students, you probably have noticed that they usually do not know the correct form for either a letter or envelope. Neither seems to have been taught at the secondary level, and fundamental differences between Japanese and English style make explicit teaching of it a must.

For those not familiar with the Japanese style, below are some of the most salient differences, starting with the envelope:

- 1) The envelope is normally held vertically with the stamp in the upper left corner.
- 2) The address is written vertically with each element of the address in the reverse order of the English, prefecture and city being first and the addressee's name last.
- 3) The addressee's name is written considerably larger than the address itself.
- 4) The beginning of each line need not be aligned as with the English block-style form nor gradually indented.
- 5) No commas are used to separate elements of the address.
- 6) The return address is often written on the back.

Concerning the letter itself, the following differences can be noted:

- 1) There is normally no inside address.
- 2) The date is often written at the end of the letter.
- 3) The addressee's name, if included at all, is given last.
- 4) The salutation consists of a ritualized formula concerning the season or the writer's gratitude to the addressee.

These major differences can play havoc with an English letter. I thus find the summer vacation a natural chance to give them some letter practice under realistic circumstances. I have found the following procedure successful.

The students are requested to write a letter sometime during the summer vacation after they have done something interesting. They can write about a trip they took, their summer job, their club's summer training camp ('gasshuku'), or, all of these failing, how they spent an average

day. They are told that grammar and spelling are not important. Only two things are: 1) interesting content and 2) proper style.

I then take some time to point out the differences between a Japanese and English letter and have them practice addressing an 'envelope' drawn on a sheet of paper, along with a short letter, using data written on the blackboard in random order. Concerning the translation of the Japanese address into English, it is useful to point out that Hepburn Romanization works best (SHI not SI, CHI not TI, 'etc.) and that it is not necessary to convert the words for political divisions into English; -ken, -gun, -shi, -ku, -cho, etc. can remain as is. Students often need to know for their return address that "xx-kata" in Japanese is rendered as "c/o Mr. XX" ("in care of") in English.

After this practice, you give them your address, in Japanese, if you want to increase the challenge, along with the following guidelines:

- 1) The letter is to be postmarked by August 31. Since only the postmark is relevant for deciding if the letter is on time, IT SHOULD NOT BE SENT BY SPECIAL DELIVERY ('sokutatsu') even if it is late. (This is to prevent the mailman from having to pay three visits daily to the instructor's home around the deadline!)
- 2) Do not use an air mail envelope since this requires ¥120 postage (and will cause the instructor to make a special trip to the post office if there is only ¥60 on it).
- 3) Write no Japanese on the envelope. The mailman must read the English when he delivers the letter. (All mailmen are supposed to be able to read Romanization, although sometimes I wonder!)

Upon receipt of the letters, they are read and a short question or comment written on each concerning something said therein. "How much did you make an hour?" "How many People did you travel with?" or just, "I'm glad you had a good time!" are some of my most common comments. (The more comments you make the better, but with 300 letters to read, I normally let one suffice.)

The checklist provided with this article is then filled out and included with the letter. This is given to the students during the first meeting of the fall term. The students use this to rewrite their letter correcting whatever errors they have still made in the style. I pass out a sheet which has a frame for them to rewrite both the envelope and letter. To minimize unnecessary busy-work, they are allowed to omit all but the first and last sentences of the body of the letter. Their rewrite is checked for accuracy and they are requested to do it over if there are still major deficiencies. The students can also use the rewrite as an opportunity to answer any questions you asked them when you read their letter.

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While the types of errors made are generally evident by inspecting the checklist, some of the most striking errors can be thwarted to a certain extent by forewarning the students about:

- 1) Starting the letter with "Dear my teacher" or, even worse, by using the instructor's first name, or the last name with no title – the former being too familiar and the latter, rude.
- 2) Putting the stamp in the wrong corner of the envelope or reversing the positions of the main and return addresses.
- 3) Printing their 'signature.'
- 4) Ending the letter abruptly. A line such as "I'm looking forward to seeing you in September" can be recommended here.

For those who do not want to require an entire letter from their students, a postcard can be substituted, although the checklist will have to be suitably modified.

## Letter & Envelope Style Checklist

### LETTER

- ☐ Overall balance poor
- ☐ Date missing
- ☐ Punctuation of date wrong
- ☐ Inside address not necessary in a friendly letter
- ☐ Punctuation of salutation wrong
- ☐ Name in salutation is not suitable
- ☐ No margins
- ☐ No paragraphing
- ☐ No paragraph indentations
- ☐ Closing missing
- ☐ Closing punctuation wrong
- ☐ Closing words not appropriate
- ☐ No signature
- ☐ Should be signed not printed
- ☐ Letter starts or ends abruptly

### ENVELOPE

- Position wrong:
  - CI Main address
  - CI Return Address
- ☐ Stamp
- ☐ Balance poor
- ☐ Name & address not the same size
- ☐ Name & address not aligned
- ☐ Address in Japanese order
- ☐ Poor division of address between lines
- ☐ Postal code not written in boxes
- ☐ JAPAN not necessary inside the country
- ☐ Instructor's name wrong

### OTHER

- ☐ Letter sent after deadline
- CI Letter sent by "Sokutatsu"
- CI Other: \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### FROM THE EDITOR

Because of delays involving the postal system, JALT members have sometimes been receiving their copies of *The Language Teacher* too late for announcements about chapter meetings to be of any use. There are several aspects to manipulate in order to try to avoid such occurrences in the future, the primary one being to put the deadline for all copy up to the first of the month preceding publication. **As of this notice, therefore, we ask that all contributors send their work by the first, rather than the fifth, of the month preceding publication.**

### SPECIAL ISSUES OF THE LANGUAGE TEACHER

August: Listening  
 September: English as an International Language  
 October: Conference issue  
 November: Speaking  
 December: Testing  
 January: JALT  
 February: Conference Reviews  
 March: Video/Computer Assisted Instruction

Suggestions for special issues as well as for guest editors are welcomed.

### NOTICE TO ALL COMMERCIAL MEMBERS

*The Language Teacher* would like to centralize all matters concerning advertisements. From now on, please send all camera-ready copy for *The Language Teacher* to:

John Boylan  
 Eifuku 1-33-3  
 Suginami-ku, Tokyo 168

The deadline for receiving copy is the 5th of the month preceding publication. Please do **NOT** send anything by registered mail.

## SPECIAL GUESTS FOR JALT '84

To date, overseas speakers known to be coming to this year's conference include four leaders in the area of English teaching materials and methodology.

**MICHAEL SWAN** is perhaps best known for his reading comprehension texts and his work in teacher-training. This may soon change as he is the author of a major new textbook series, *The Cambridge English Course*. Also authoring a new course -book is **JACK C. RICHARDS**, whose *Person to Person* makes its debut this fall. Richards is also known for his papers synthesizing and analysing aspects of methodology, and he has shared some of these with JALT audiences in past years.

This year, there will also be a chance to meet the creators of two current best-selling textbook series. **ROBERT O'NEILL** is the author of the *Kernel* courses, and has been a popular JALT speaker in the past. Rivalling his series in success are the four *Strategies* textbooks: *Opening, Building, Developing and Studying*. These were all co-authored by **INGRID FREEBAIRN**, and many of their users eagerly await her first visit to a JALT conference.

Fuller information about these and other speakers, with outlines of their presentations, will appear soon in *The Language Teacher*.

## JALT '84 CALL FOR PAPERS

JALT '84, the 10th annual International Conference on Language Learning and Teaching, will be held on Nov. 23, 24 and 25 (Friday, Saturday, Sunday). The conference this year ~~will be held~~ at Tokai University, Yoyogi Campus, in Tokyo. Over the years the conference has increased in scope, both in the number of participants and in the variety of presentations. The slogan for this year's conference is "everything you always wanted to know about language teaching. . ."

The success of this year's conference, just as in the past, depends upon the support and cooperation of every member of JALT. We strongly encourage everyone to contribute to JALT '84 by submitting a proposal and/or attending and by encouraging others to do so also.

We would especially like to strengthen the bi-lingual, bi-cultural nature of the conference by increasing participation of Japanese teachers of English as well as teachers of Japanese and other languages. Presentations may be in Japanese or

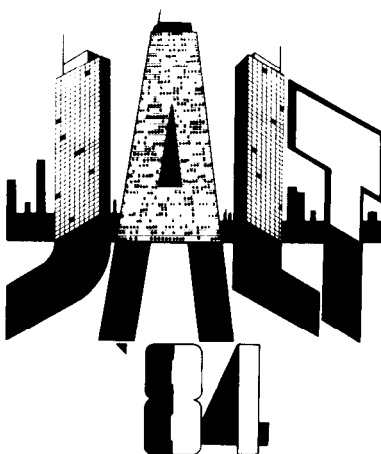
any other language. Proposals may be in either English or Japanese so long as the title is in English. If you would like to make a presentation at JALT '84, please fill out a data sheet and complete the other procedures by Aug. 15.

## Program Chair, JALT '84

## PROCEDURES

1. Send a 200-word or less summary of your presentation for inclusion in the conference handbook and/or for review by the selection committee. If you feel that you can not do justice to your topic within this limit, then write a second, longer summary for use by the selection committee. If you submit only one summary, send two copies, one with your name, address and phone number and one without. If you also submit a longer summary, submit only one copy of the shorter version (with the above information) and two copies of the longer version, one with and one without your name, etc.
2. Try, in the shorter, conference handbook version, to give people enough information to understand the main ideas of your presentation and enable them to make decisions concerning attendance. Also include precise details as to the central theme and form of your presentation. Try to present a clear picture of what you intend to do as well as why and how; and indicate what level of teaching experience your audience should have in order to benefit from your presentation. Give this abstract an English title of 10 words or less. If you wish to write a second, longer summary for selection committee use, then expand on these topics as desired. But remember that only the shorter version will be included in the conference handbook.
3. Write a 25-30 word personal history for the conference handbook. Write this exactly as it should appear. i.e., "J. Smith is. . ." not "I am. . ." Enclose a passport-size head and shoulders photograph (optional).
4. Complete and return the data sheet.
5. Except for the second copy of either the short or long summary, which is for use by the selection committee, be sure your name, address and telephone number are on every sheet.
6. All submissions in English should be typed,

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double-spaced, on 8½ x 11 (A4) paper. All submissions in Japanese should be on A4 "400-ji genkoh yohshi." All papers must be received together at the following address by Aug. 15.

JALT '84 Program Chair  
JALT, c/o Kyoto English Center  
Sumitomo Seimei Building  
Karasuma Shijo Nishi-iru  
Shimogyo-ku, Kyoto 600

### KOEN MEIGI

The JALT '84 Conference, to be held at Tokai University in Tokyo, November 23-25, has received Koen Meigi endorsement from Tokyo-to.

Koen Meigi is an official endorsement from city or prefectural boards of education which enables junior and senior high school teachers to apply for a leave of absence and receive expenses in order to attend conferences.

If you know any secondary schoolteachers who would be interested in attending JALT '84, you might tell them about this article.

Information concerning the *shutcho iraijo*, or official letter needed for applying for a leave of absence, will appear in 3 future issue of *The Language Teacher*.

### SPECIAL OPPORTUNITY

**FCC AMATEUR RADIO EXAMINATIONS** for the novice, technician, general, advanced and extra class. Amateur radio licenses will be conducted in Tokyo by volunteer examiners on August 25 at St. Albans Church from 13:00. Applicants are required to submit a completed FCC 610 form to Tiara, P.O. Box 119, Akasaka, Minato-ku, Tokyo 107 by July 29. Forms and further information are available by mail upon request or by calling Bill Stenson at 0424-67-6393.

## LIOJ SIXTEENTH ANNUAL SUMMER WORKSHOP FOR JAPANESE TEACHERS OF ENGLISH 1984

**対象** 英語教育者  
(初級・中級・高級の教員)

**定員** 140名 (1日1講座、1日2講座を希望して、6名まで申し込めます)

**期間** 8月12(土)日～8月18(木)日

**参加費用** 84,000円 (食事・宿泊・交通費は別)

**場所** LIOJ・アジアセンター (神奈川県横浜市中区)

**目的** LIOJサマー・ワークショップは、期間中の講義・生徒の全てを英語環境で行なう Total immersion 方式を本格的に採用し経験豊かな外国人英語教育者や外国/外国視点で英語教育の問題点を探り合う教師による教師のためのセミナーです。

#### プログラム

**Special Lectures:** 4名の特別招待講師による講演及びワークショップで昨年までの形式を止め、一歩選択方式を採用することになりました。Dr. Marcella Frank (N.Y. Univ.)、Richard Via (East-West Center)、Paul La Forge (南山大学)、Tom Pendergast (四天王寺国際仏教大学)

**Language Study Classes:** 参加者自身の英語力向上を図る集中教育で、クラス内では、さまざまな教授法の実験を体験することもできます。

**Afternoon Programs:** さまざまな教授法、理解や新しいアイデアなどの紹介やデモンストレーションを行うセミナー・ワークショップが設定され、参加者は自身の興味によって自由に選択し、参加するプログラムです。

**Special Presentations by Participants:** Afternoon Programの1つに新たに追加されたプログラムで、ワークショップ参加者が自己研究やアイデアを発表し、意見交換をすることを目的としています。

**Evening Programs:** 1つの題材をより深く追求することを目的に2～3回連続して受講するミニコースや教授法などのセミナー、ワークショップに加え、Cultural Topics, International Relationsや韓国、タイ国などの近隣アジア諸国からの特別参加者によるプレゼンテーションなどより外国/外国視点にたつた多彩なプログラムが企画されます。(自由選択制)

**Special Interest Meetings:** これは参加者が興味を持っているさまざまな興味や問題点を基に7～8つの題材を取り上げ、グループに分かれて進めていく、参加者自身の企画によって進められるプログラムです。

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## PRESENTATION DATA SHEET

Presenter's Name(s): \_\_\_\_\_

Organization(s) : \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Full title of presentation: (10 words or less)

Short title: (for block schedule, 5 words or less)

Format: a) ☐ Workshop ☐ Lecture/Paper ☐ Demonstration ☐ Otherb) Estimate of % Practical vs. Theoreticalc) ☐ Publisher's or ☐ Academic Presentation\*

Content area: (Check more than one above/below the line only if applicable.)

<input type="checkbox"/> University/college teaching	<input type="checkbox"/> High school teaching	<input type="checkbox"/> Junior high school teaching
<input type="checkbox"/> Company programs	<input type="checkbox"/> Commercial language schools	<input type="checkbox"/> Teaching Children
<input type="checkbox"/> Applied linguistics	<input type="checkbox"/> Classroom activities	<input type="checkbox"/> Community language teaching
<input type="checkbox"/> Computers/CAI	<input type="checkbox"/> Cross-cultural training	<input type="checkbox"/> Curriculum design
<input type="checkbox"/> Developing teaching skills	<input type="checkbox"/> Drama/music in teaching	<input type="checkbox"/> Japanese language teaching
<input type="checkbox"/> is enmg	<input type="checkbox"/> Listening-based approaches	<input type="checkbox"/> Literature
<input type="checkbox"/> Materials	<input type="checkbox"/> Notional/functional	<input type="checkbox"/> Reading
<input type="checkbox"/> Silent Way	<input type="checkbox"/> Teacher Training	<input type="checkbox"/> Teaching oral skills
<input type="checkbox"/> Testing	<input type="checkbox"/> Total physical response	<input type="checkbox"/> Use of hardware
<input type="checkbox"/> Working with large classes	<input type="checkbox"/> Writing	<input type="checkbox"/> Other _____

Audience:

<input type="checkbox"/> Classroom teachers	<input type="checkbox"/> Teacher/program supervisors	<input type="checkbox"/> Japanese teachers of English
<input type="checkbox"/> Administrator	<input type="checkbox"/> Teacher trainees	<input type="checkbox"/> Other (specify) _____

Audience experience level: ☐ Newcomers ☐ ExperiencedAudience size: ☐ Unlimited ☐ Limited to a maximum of \_\_\_\_\_Equipment required: (Please be *specific*; i.e. Beta-I I)Presentation will be in ☐ English or ☐ Japanese.Presentation length: ☐ 1/2hr. ☐ 1 hr. ☐ 2 hrs. ☐ 3 hrs. ☐ 6 hrs.

\*Note: Presenters are expected to clearly indicate in their summary any commercial interest in materials or equipment used or mentioned during the presentation.

To be submitted with summary(ies) by August 15.

# JALT News

## REPORT ON EXECUTIVE COMMITTEE MEETING MAY 26/27, 1984

### *Recognition of the Yokohama Chapter*

The JALT Executive Committee met with the JALT '84 Committee at the Tokai University Yoyogi Campus on May 26 and then at the New Sanno Hotel on May 27 for its regular quarterly session. Points of general interest from these meetings include the following:

*Koen Meigi*, or "official recognition" for JALT '84 has been received from the Tokyo Metropolitan Board of Education. This means that public schoolteachers will be able to ask for official funds for conference expenses. Information on how to secure the necessary letter (*Shutcho Iraiyo*) will appear in a future issue of *The Language Teacher*.

The first item taken up during the Executive Committee meeting was recognition of the Yokohama chapter. The chapter already has over 50 members as well as a full slate of officers. In addition, the word is that meetings have already been planned for the rest of this year. Congratulations to all concerned! The chapter president is Caroline Latham (tel.: 0468-26-1911 ext. 4671); a full list of officers is given elsewhere in this issue of *The Language Teacher*. This brings the total number of JALT chapters to 16, with two of them being recognized just since January.

The procedures for the JALT Small Grants for Research and Materials Development in Language Teaching and Learning and the methods for determining recipients have been improved. Please see the article on this small grant program also elsewhere in this issue.

Ever looking ahead, negotiations for having JALT '85 at Kyoto Sangyo University are nearly complete. Due to fluctuations in dates for holidays, this conference will again be early - September 14-16, 1985 - so mark your calendar now.

"Regionalization" became a new topic during the second day. As the number of chapters increases, it becomes more and more evident that it might be desirable to develop various means for regional cooperation between those chapters in the same general area. Such cooperation has existed all along, but has been mainly on an ad-hoc and "catch as catch can" basis. Lack of coordination has sometimes resulted in wasted travel funds; therefore a committee has been formed to look at the problem of regional coordination more closely and to make recommendations regarding any changes

in procedures which appear desirable and beneficial to all concerned.

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## CALL FOR RESEARCH GRANT APPLICATIONS

The JALT Executive Committee, at its meeting of May 26/27, 1984, revised the procedures for applying and processing applications for the JALT research grant program. The following are the guidelines for submitting proposals:

1. Title: JALT Small Grants for Research and Materials Development in Language Teaching and Learning

2. Use of Funds: Funds will be granted for supplies, printing, postage, transportation and part-time help, but not as wages for the applicant.

3. Application Procedures: Applicants are requested to submit the following items:

a) An outline of the proposed project.

For material development, a sample chapter (if a book) or other material which can give the selection committee a precise idea of what is intended.

b) A search, which should be as exhaustive as feasible, of the relevant literature in order to illustrate the necessity and uniqueness of the proposed project.

c) A list of previous publications, course work, etc., which would give evidence to the fact that the proposer(s) is(are), in fact, capable of carrying out the proposal. (A proposal, for example, for a series of videotapes by someone with no experience with video equipment would not be approved.)

d) A budget for the project as best as can be estimated in advance. If a lesser amount could also be accepted, this should be stated, otherwise the project will be either fully funded or not funded at all.

e) Submit all documentation in triplicate with *names off* but with the title of the project on all items. A cover letter should contain the name, contact address, phone number of the applicant, as well as the title of the project.

Each application will be reviewed by a committee of at least three people, who will submit their recommendations to the Executive Committee for a final decision. The committee's guidelines include the following points: (1) Is the applicant qualified to carry out the proposed project? (2) Is the project unique? (3) Is the applicant familiar with relevant literature? (4) Does the project appear necessary, i.e., does it fill an existing gap in either materials or knowledge? (5) Would the results be useful to others as well? (6) Is the project well designed? (7) Does the amount requested seem to accord with what is proposed?

Follow-up reports will depend upon the size of the grant. Quarterly reports will be required if the grant is over ¥100,000, semi-annual if less than that. All awardees will be required to file the results of their study by November 1 of the following year. This may be in the form of a published article, or submitted as material for possible publication in *The Language Teacher* or the *JALT Journal*.

The deadline for consideration for this fiscal year is September 1, 1984. Mail proposals with all enclosures to Jim White, JALT President, 1-4-2 Nishiyama-dai, Sayama-cho, Osaka-fu 589, to arrive on or before that date.

\*

### LIST OF OFFICERS FOR THE YOKOHAMA CHAPTER

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Recording Secretary: David Hough  
3-12-1-105 Shiroganedai, Minato-ku, Tokyo 108; tel.: (H) 03-445-1003  
Treasurer: Minami Ohsawa  
306 Royal Village, 3712-3 Motoishikawa-cho, Midori-ku, Yokohama 227; tel.: (H) 045-901-0558

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## COMMUNICATIVE LANGUAGE TEACHING: RELC, APRIL 1984

### Reviewed by Eloise Pearson

The SEAMEO RELC 19th Regional Seminar focused on communicative language teaching. The Regional English Language Council (RELC) is that part of SEAMEO which helps member countries – Singapore, the Philippines, Thailand, Indonesia, Malaysia and Brunei – improve their language education. The annual conference is held at the RELC headquarters in Singapore.

Following the opening ceremony, the first plenary speaker was W.T. Littlewood who stated that, although "communication is the goal of language teaching, not all the activities which lead towards this goal need involve the learners in 'real communication.'" The suggestion was made that traditional techniques should be re-assessed and evaluated as to "how they contribute to learners' communication skills." He proposed one possible framework for clarifying the relationships all techniques, old and new, have to each other and to the learners' needs.

Following Mr. Littlewood, Dr. A. Gonzales of the Philippines brought up the problem of "the feasibility of communicative language teaching in a realistic situation," i.e. in a rural Philippine school where there is no supportive English-speaking community and where the immediate relevance of the second language is impossible to demonstrate. This is a worldwide problem familiar to all second and foreign language educators. One means to make a second language relevant is to use it as a language

of instruction. In the Philippines, English is used as the language of instruction for maths and sciences. However, this in itself creates a whole different set of problems, as Dr. Gonzales pointed out.

Dr. C. Paulston reflected on 10 years of scholarly work and discussed her thoughts on communicative competence and language teaching. The objective of her paper was to develop "a dialectic between common sense and scholarly knowledge" which would be applicable to the second language classroom.

Dr. J.C. Richards spoke about the status of grammar in the language curriculum. He suggested that grammar is but one component of language proficiency and that the importance of a learner's grammatical skills varies according to the task being performed and to his proficiency level. In proficiency-oriented curricula, the role of grammar in the curriculum is determined by the kinds of proficiencies language educators plan as the objectives of their curricula.

The suggestion was made by Mr. Keith Johnson that "so-called communicative methodology" is based "on a view of language as skilled behavior." He went on to propose that a view of language as a skill and of language learning as skill acquisition might provide "a richer basis for language acquisition studies. . ."

The other papers included topics on the relevance of discourse analysis to communicative

(cont'd on next page)

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language teaching, theoretical considerations and practical problems of the communicative approach to syllabus design and materials writing, and descriptions of courses developed at such institutions as the University of Malaysia for learners of English involved in law and business.

The recurrent, underlying theme of the conference seemed to suggest that we who are involved in language education should stop, think, and assess before we completely abandon one approach to totally embrace a new one. And furthermore, an approach which fits one particular language learning situation in one area may not be applicable in another location where other goals, aspirations and cultural backgrounds create a very different set of language learning conditions.

Many of the papers and workshops were equally relevant to the foreign language teaching situation in Japan and would have been of interest to anyone involved in language teaching here. It is perhaps unfortunate that, out of more than 500 participants, only three came from Japan.

# Update

The following is a list of all new members plus current members who have reported address changes since the last update was published in the March issue. If you are listed, please check the information for accuracy. Any changes reported to the JALT office will be included in the next update.

KEY: The following codes are used for the various chapters and membership types:

A- Yokohama	N - Nagoya
B- Kobe	O - Osaka
C- Commercial	P - Hokkaido
Member	Q - Sendai
E- Matsuyama	R - Okinawa
F- Fukuoka	S - Takamatsu
G- Nagasaki	T - Tokyo
H- Hiroshima	U - Hamamatsu
I - Institutional/	X - Subscriber
Library	Y - Okayama
K - Overseas	Z - Supporting Member
M - Kyoto	

\*AKAMATSU, YOSHIKO  
Y 0862-52-1155 NOTRE DAME SEISHIN UNIV.  
ALMQUIST, PATRICIA R.  
T TOKAI UNIV, YAMATAKE-HONEYWELL  
\*ALOIAU, EDWIN K. W.  
T 03-367-1101 TOKYO FOREIGN LANGUAGE COLLEGE  
ANDO, NAOKI  
E 0899-22-8980 AIKO GAKUEN  
ANDO, SHOICHIRO  
A 045-421-3281 ASANO H S  
\*AONO, TSUYOSHI  
E 0899-22-8980 AIKO GAKUEN

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ASAHARA SANAE  
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ASAKURA, KUMIMO  
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BAGUES, ANGELA  
T 0422-31-6351 AMERICAN SCHOOL IN JAPAN  
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N CHUKYO UNIVERSITY  
\*BARRETT JR., J J  
K NYU  
BAUMGARTNER, DENNIS  
O  
BEDLOW, M.  
S 08776-2-2110 X310 SHIKOKU CHRISTIAN COL  
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BENSON, YOUNG AE HONG  
P 177-41-0123 AKENOHOSHI JR COL  
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G JUNSHIN WOMEN'S JR COL  
BLUMM, DOROTHY

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BOSMAN, RALPH  
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BRINE, JOHN  
K 416-923-6641 UNIV OF TORONTO  
\*BROWN, J. A. G.  
X 0857-28-0321 X582 TOTTORI DAIGAKU  
BROWN, J. R.  
T BUNKYO UNIV  
\*BUCHAN, COLIN P.  
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BUCK, AKI  
O I.B.U.  
BUCK, GARY  
O I.B.U.  
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CARR, LINDA

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FLENLEY, ANTHONY  
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N 052-741-2304 NAGOYAINT'L COL  
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G 09572-6-0061 NICHIDAI SR H S  
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T 03-447-2156 HOME STUDY CO. LTD.  
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IIMAZATO, YASUAKI  
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INOUE HIROSHI  
Q 02332-2-3545  
INOUE, KIMIKO  
E 0899-32-1212  
\*INOUE, NARAHIKO  
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ITO, RURIKO  
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\*IWASAKI, MIYOKO  
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IWASAKI, YOSHIHIRO  
O 06-223-0313  
IWASHIMIZU, HIROKO  
P  
IWASHITA KOICHI  
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SHOGAKUKAN HONE ENGLISH SCHOOL  
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B 078-241-7201 KOBE YMCA
- JAMIESON, EDWARD  
T 03-409-8111 XI446 AOYAMA GAKUIN JOSHI J C
- JARVIS, GEORGE A.  
Q 0188-33-7311 SEIREI GAKUEN
- JARVIS, YOKO AKIMOTO  
Q 0188-33-7311 SEIREI GAKUEN
- JOHNSON, KARIN  
A 0468-7619117336 SULLIVANS SCHOOL
- JONES, WENDY L.  
S0878-84-5131 X706 TOKUSHIMA BUNRI UNIV
- KACHI, TAKEHIKO
- KAMICHIKA, IKUKO  
A TOKYO YMCA
- KAMIMURA SAYOKO  
T 03-586-1111 X2352 NIHON I.B.M.
- KAMITSUNA, CHIKAKO  
H 082-249-6147 SUN ENGLISH SCHOOL
- KANAI, YASUKO  
A MATSUMOTO JR H S
- \*KANAYA, YOSHIICHI  
T 0422-48-6221
- KASAI, YORIKO  
N 0266-58-3313 SUWA ENGLISH ACADEMY
- KATAOKA, SEIJI  
O 0720-44-1881 MATSUSHITA DENKI SANGYO K.K.
- KATO, TAKAO  
N ATSUTA SR H S
- KATOH, MIGIWA  
F HINOSATO JR H S
- KAWAGOE, NAHOKO  
N OSAKA UNIV OF FOREIGN STUDIES
- KAWAGUCHI, HITOSHI  
P SAPPORO UNIV
- KAWAGUCHI, KEIKO  
N 075-221-2251 KYOTO ENGLISH CENTER
- KAWAMI, HIROYUKI  
E KAWAMI JUKU
- \*KAWASAKI, KAZUKO  
E 0899-21-2366 MATSUYAMA YMCA
- KEHE DAVID  
N 052-798-0180 X390 KINJO UNIV
- KEYES, CAROL  
Y SUMITOMO HEAVY INDUSTRIES
- KIGAWA, KOZUE  
O TSUBASA KIKAKU
- KIMURA, YASUKO  
U ASABA JR. H S
- KIMURA, YUKIO  
A 045-823-8761 MAIOKA SR H S
- KIMURA, YUUZOU  
B 07967-2-2410 TAJIMA PRIVATE SCHOOL
- KITAMURA, HIROSHI  
O
- KIYOMIZU KUNIYOSHI  
T 03-762-6456 DAMORI DAINI JR H S
- KOKUSAI KYOIKU KOKAN KYOGIKAI  
C C.I.E.E.
- KOMATSU, REIKO
- KOMORIYAMA, TSUYUKO  
H EISHO KIDER GARTEN
- KOYO, KIYOKO  
S TAKAMATSU FIRST SR H S
- KRAEHER, JURGEN  
P 0143-45-6171 SUNSHINE ENGLISH CLUB
- KUBOKAWA, CHIEMI  
H
- KUHLMANN, KAY  
N 052-824-2971 BROTHER COMPANY
- \*KUHN, GERRY  
H 082-249-6441
- KUHN, NANCY  
K 907-456-6212 LITERACY COUNCIL OF ALASKA
- KUMAMOTO, TAMA
- \*KUNO HARUHIKO  
U 0534-71-8341 HAMAMATSU JOHOKU TECH H S
- KUNOH, KAZUE
- KURAUCHI ASAMI  
Q 0222-93-3103
- KURODA, DEANNA  
Y
- KURODA, HIDE0  
T 0423-25-1711 X3113 HITACHI MICRO-COMPUTER ENGIN.
- KUROKI, KAZUKO  
H
- KUSHIBIKI, HIDE0  
P FORD LANGUAGE
- KUSHIBIKI, LEE  
P FORD LANGUAGE
- KUWADA, KUMIKO  
H 08485-2-1066 FUKUYAMA TAISEIKAN JR H S
- LABRANCHE, DAN  
T 0474-62-9466 MARGARET'S INST. OF LANG.
- \*LACKE, PAUL R.  
T 03-624-1759 TOKYO INT'L FRIENDSHIP PROMOT.
- LACKE, YOKO  
TOKYO INT'L FRIENDSHIP PROMOT.
- \*LEIN, SUSAN  
B
- LEWIN, PHILIP  
H 082-249-6147 BUN ENGLISH SCHOOL
- LIANG, WARRICK  
T 03-295-4707 ATHENEE FRNCAIS
- \*LINNEN, CATHERINE  
H
- LO GALBO, VIRGINIA  
A 045-784-1491 KANTO GAKUIN WOMEN'S JR COLLEGE
- LU, RENATO B.
- LUPARDUS, KAREN  
R 0986-915-2221 X2528 UNIV OF THE RYUKYUS
- MAEDA, EMIKO  
Q 0172-34-2848 HIROSAKI ENGLISH SCHOOL
- MALCOLM, DAVID  
T 03-467-1171 TOKYO UNIVERSITY
- MALMGREN, GARY  
Q
- MANABE, SHOICHI  
E 0899-22-8980 AIKO GAKUEN
- MARCUM, KAREN L.  
K WEST VIRGINIA UNIVERSITY
- MARKLE, DAVID  
P
- \*MARQUIS, HEIDI  
O
- \*MARTIN, BETHANY A.  
P 011-281-5188 INT'L ACADEMY FOR YOUTH
- MARUI, ICHIRO  
E 0899-24-7111 EHIME UNIV
- MASAHISA, YOSHIKO  
G 09576-2-4155 SHIMABARA SR H S
- K
- MATSUMOTO, TOSHIO  
M 06271-8731
- MAWATARI, HARUE
- \*MAYBIN, DON  
S 0879-76-0827
- MC GRATH, MARY  
B 078-732-6266 INTERNATIONAL
- 06-761-9371 JOSAKUIM
- MC FARLAND, BENDETTE  
T WASEDA UNIV
- MC FARLAND, CURTIS  
T WASEDA UNIV
- \*MCGRAW-HILL KABUSHIKI GAISHA  
C 03-542-8821 MR. TAKESHI OGAWA
- MCLEAN, ROBERT  
B BAIKA AND KOBE COLLEGE
- \*MCNICOLL, COLIN  
T TOKYO YMCA COLLEGE OF ENGLISH
- \*MCNICOLL, KEIKO  
T TOKYO YMCA COLLEGE OF ENGLISH
- MENHARD FRANCHIA  
O 06-345-1272 NATIONAL L.L. SCHOOL
- MENSENDIEK, BARBARA  
Q 0222-64-6411 TOHOKU GAKUIN UNIV
- \*MEZO, RICHARD E.  
K VINNELL CORPORATION
- MICHAUD, REGINA  
Q 0222-61-5341 YBU CULTURE CENTER
- MIKUNI, TERUKO  
O
- \*MILLER, DAVID A  
M 06-872-0673 KINRAN WOMEN'S JR COL
- MILLER, HIDEKO  
K 022798 64 87 BUSINESS MARKETING COMMUNIC.
- MINAMI, HISAO  
O TEZUKAYAMA GAKUIN UNIV
- MINODA, HYDE  
A 03-702-9301 AKASAKA JR H S
- MINOWA, KAZUYO  
T 03-368-6381 SHINJUKU JAPANESE LANG SC

- MITAMURA, AKIKO  
G 0958-21-7004 NICHIBEI FOREIGN LANGUAGES SCH
- ITSUTSUI, TOYOKO  
T 03-953-8701 SIMUL ACADEMY
- ITSUTSUYA, KAYOKO
- MIURA, CHIAKI  
O
- MIURA, ITSUE  
B 0729-56-3181 SHITENNOJI INT'L BUDDHIST UNIV
- MIYAKO, YUMIKO  
A
- \*MIYASAKI, SHIRLEY  
T 03-244-4250 PEGASUS LANGUAGE SERVICES
- MIYATA, YOSHIKO  
T 03-242-4111 NIPPON STEEL CO.
- MIYAZAWA, JOJI  
T 03-463-5396 IES
- MIZUMOTO, NORIKO  
O
- MODESITT, BRENDA J.  
E 0899-41-4136 X41MATSUYAMA SHINONOME GAKUEN
- MOHR, MARILYN  
T 0474-62-9466 MARGARET'S INST. OF LANG
- \*MOHRI, TOMIKO  
E 0899-21-2366 MATSUYAMA YMCA
- MORI, KIMI  
A
- MORIYA, YOSHIKO
- MORRIS, HARRIET
- MUKAI TOSHIO  
N 082-228-2481 HIROSHIMA KENRITSU SHOGYO H S
- \*MULLBOCK, MARK W.  
T 044-655-2111X 5266 NEC KENSHU CENTER
- MURAKAMI, LAURETTA  
A
- \*MURAKAMI, MAMI  
E 0899-21-2366 MATSUYAMA YMCA
- \*MURAKAMI YOSHIKAZU  
E 0899-21-2366 MATSUYAMA YMCA
- \*MURAKAWA, HISAKO  
T 04707-3-4111 INTERNATIONAL BUDO UNIVERSITY
- MURANO, RYOKO  
T
- MURAO, KOKO  
A 0462-45-1167 ECHI JR H S
- NAGAHAMA, KATSUAKI  
N 0564-31-4195 KAWAMOTO PUMP
- NAGATONO, DIANE  
T HAWLEY
- NAIGAI KOEIKI KK  
C 03-400-2326 TAMAGAWA UNIV.
- NAKAGAWA, FUMIO  
P 01136-6-4511 HOKKAIDO EDUC RESEARCH INST
- NAKAJIMA, TORU  
T 03-368-6381 SHINJUKU JAPANESE LANG SC
- NAKAMA, KEIICHI  
B 06-388-1121 KANSAI UNIV
- NAKANO, MASAO  
O 06-305-0721 INSTITUTE FOR FOREIGN STUDY
- \*NAKAO, SHIZUKO  
G 0958-24-3331 NAGASAKI RED CROSS BLOOD CTR
- \*NAKAYAMA, TOSHIKO  
G 0958-46-9285 YAMAZATO JR H S
- NARA, TOMOKO  
A KANTO GAKUIN HIGH SCHOOL
- NARITA, YOUKO  
B KANSAI UNIV.
- \*NELSON, THOMAS G  
T NIHON RUTERU SHINGAKU DAIGAKU
- NEWBY, KAZUKO  
T 03-828-4141 KOMAGOME SR H S
- NEWBY, MR.  
T JFL LANGUAGE INSTITUTE
- \*NISHIDA, HIDEO  
G 095956-2965 HOKUSHO NISHIS H S
- NISHIKAWA, EIKI  
B HYOGO KYOIKU DAIGAKU
- NISHIOKA, TOMOKO  
B 06-942-0717 KATAYAMA LAW OFFICE
- NISHITANI, TATSUO  
M
- NOBORIZATO, JUNKO
- NODA MARI  
T 03-477-6277 TOKYU CREATIVE LIFE SEMINAR
- NOKURA, MASATO  
N
- NOONAN, SUSAN L.  
A 0462-51-1520 X3-3722
- O'CONNOR, SR. ELIZABETH  
T 03-400-9013 UNIV. OF THE SACRED HEART
- \*O'HARE, MS. TONI  
M SIMUL ACADEMY
- ODA SHERRY  
P 011-222-5011 NHK BUNKA CENTER
- OGASAWARA, KAN  
E 0899-43-3587 AMVIC CONVERSATION SCHOOL
- OGAWA, ELLA  
T 0473-77-1143
- OGAWA, MSASHI  
T 0473-77-1143
- OGAWA, NAOKO  
B 0792-23-8456 KENMEI WOMEN'S JR COLLEGE
- \*OGINO, TAKETSUNE  
O 06-772-0613 SASYAMA INDUSTRIALSR H S
- OGUSHI, SACHIKO  
F
- OHCHI, YASUHIRO  
N 05613-2-1043 MIYOSHI JR H S
- OHI, TOSHIKO  
O 06-772-0613 KOKUSAI COL OF FOREIGN LANG
- OHNO, YUKIYO  
H OBUNSHA L.L. ENGLISH SCHOOL
- \*OKUMA, DEBORAH  
T 03-244-4250 PEGASUS LANG SERVICE
- ONO, ATSUKO  
T
- OOE, SATOKO
- OOI TSUNEAKI  
T 03-928-4251 WASEDA UNIV SR H S
- OOMOTO, MAMI  
E 0899-43-3587 AMVIC ENGLISH CONV SCHOOL
- OONIGUL, MS. CHACHURAT
- OPHEIM RICHARD  
M 075-231-4388 KYOTO Y.M.C.A.
- OSHIRO, TOKIKO  
R
- OTA, KUMIE  
N 052-801-1201 TOKAI JOSHI COLLEGE
- \*OTAKE, MARGARET  
T 0474-62-9466 MARGARET'S INST. OF LANG.
- OTAKE, YUICHI  
T 0474-62-9466 MARGARET'S INST. OF LANG.
- \*OXFORD UNIVERSITY PRESS  
C 03-942-0101 MR. ROY GILBERT
- PARKER, F.  
U 0534-53-7447 L.L.E.S.
- \*PETERSEN, SCOTT  
N 052-832-3111X542 NANTAN UNIV
- \*PFLUGRATH, RICH  
T 03-241-1835 TIME T.I. COMMUNICATIONS
- \*PHILLIPS, MARJO  
F 0952-24-5191 SAGA UNIVERSITY
- POOLE GAKUIN TANDAI TOSHOKAN  
I 0722-92-7201 POOLE GAKUINTANDAI TOSHOKAN
- PRENTIS, SIMON  
T 03-953-8701 SIMUL ACADEMY
- PRESTON, DAPHNE  
T TOKYO YMCA
- QUOCK TED  
T 03-953-8701 SIMUL ACADEMY
- RENIKER, SHERRY  
A 0463-58-1211 X3607 TOKAI UNIV
- RICHARDSON, ELIZABETH  
A 045-662-3721 YOKOHAMA YMCA
- RICHARDSON, PAUL R.  
A 0468-34-5811 YOKOSUKA YMCA
- ROBERTSON, DAN  
H 082-249-6147 SUN ENGLISH SCHOOL
- ROBINSON, BILL  
K UNITECH
- \*ROSS, STEVEN  
O 0726-45-6221 BAIKA JUNIOR COLLEGE
- SAITO, AYAKO  
P ASAHI CULTURAL CENTER
- SAITO, HELEN  
M
- SAKAKIMOTO, KAYO
- SAKAMOTO, MASAMI  
H THE BEGINNERS
- \*SAKAMOTO, NORIKO  
F
- SAKASHITA, SONOKO  
Q

- SANDHAM, OLIVIA M.  
H AKENOHOSHI GAKUIN  
SANO, EIICHIRO  
T  
SANO, FUJIKO
- SASAKI YOSHIKO  
H 082-249-6147 SUN ENGLISH SCHOOL  
SATO, NOBUKO  
S  
SEGOE, SHOKO  
E NANKAI BROADCASTING CD.  
SEKI, IZUMI  
H THE BEGINNERS  
SENBA MICHIKO  
E 0899-43-3587 AMVIC ENGLISH CONV SCHOOL  
SERVICE, JOHN  
M 0776-22-8111 FUKUI INSTITUTE OF TECHNOLOGY  
SETO, KATSUYUKI  
N
- \*SHARP JR., WILLIAM E  
T 03-359-9621 JAPANESE-AMERICAN CONV. INST.  
SHARPE, MICHAEL  
T TOKYO LANG INST  
SHIDARA REBECCA  
T 03-409-8111 XI446 AOYAMA GAKUIN JOSHI J C  
SHIMABUKURO, TAKUMI  
R OKINAWA UNIV  
SHIMIZU, NAKO
- SHIMIZU, SHEILA J.  
T GIFU JOSHI DAIGAKU  
SHIMIZU, YUKO  
M SEIHO GAKUIN  
SHIMMURA TOMOKO  
T 03-295-9471 TOKYO YMCA COLLEGE OF ENGLISH  
SHIMOKOCHI, KEIKO  
H THE BEGINNERS  
SHIOZAWA TADASHI  
T 0552-52-6184  
SHIRATORI, NORIKO  
U
- SHIROYAMA, TETSUO  
N 0566-32-9631 AICHI PREF KASUGAI NISHI SR HS  
SHISHIDO, HAJIME  
P 011-746-7786 YOHAN SAPPORO BRANCH  
SHONAN ENGLISH COLLEGE  
A 0467-46-7370 SHONAN ENGLISH COLLEGE  
SIEGAL, MERYL  
M 0762-48-1100 KANAZAWA INST. OF TECHNOLOGY  
SISK, MARY F.  
H HIROSHIMA SHUDO UNIV
- \*SMITH, GREGORY H.  
O 06-201-1581 X911 PROCTOR & GAMBLE SUNHOME  
SOBRIN, MARK
- SOULES, MRS. B. KARAIN
- STAFF, KEVIN  
K  
STANTON, LORI  
B 076-241-7201 KOBE YMCA  
SUGIMOTO, OSAMU  
H 0848-25-2115 ONOMICHI COMMERCIAL SR H S  
SUGIYAMA, KOICHI  
O OSAKA GAS K.K.  
SUGIYAMA SHIZUKO  
T 03-368-6381 SHINJUKU JAPANESE LANG SC  
SUPOVITZ, ELISE  
O 078-345-1272 NATIONAL L.L. SCHOOL  
\*SUZUKI, ASAKO  
U 0534-73-2435 HOME STUDY  
SUZUKI, TETSU  
N 052-611-0121 ITOH METAL ABRASIVE CO., LTD.  
SUZUKI, TSUTAKANE  
U HAMAMATSU SHOGYO H S  
TABATA HIROKO  
O 06-344-5111 NIHON HONYAKUKA YOSEI CENTER  
TAGAWA, FUMI  
Q 0242-27-7021 WAKAMATSU GIRLS' H S  
\*TAHARA, YOICHI  
G 09502-2-2064 YUKOKAN H.S.  
TAKAHASHI, KEIKO  
N 0568-32-9631 AICHI PREF KASUGAI NISHI SR HS  
TAKAHASHI, NORIKO  
Q 0245-34-7137 SAKURA NO SEIHO JR. COL  
\*TAKAHASHI, YURIKO  
K  
\*TAKANO, SHOZABURO  
G 0958-41-0125 SHIKIMI SR H S
- \*TAKASHIMA, MACHIKO
- TAKAWA IKUKO  
O 06-209-2074 NISSHO IWAI CORPORATION  
TAKAYASU, MIYOKO MAASS
- TAKEDA, MACHIKO  
H THE BEGINNERS  
TAKEUCHI, TOYOAKI  
N HANOA TECHNICAL H S  
TAMEI MAYUMI  
E 0899-43-3587 AMVIC ENGLISH CONV SCHOOL  
TAMURA, MASAKO
- TANABE, YACHIYO  
A HINOMINAMI JR H S  
TANAKA, KOZUE  
H THE BEGINNERS  
TANI, NORIKO  
B  
TANIGUCHI, FUMIKO  
U  
TARNOFF HOWARD  
P 011-61-2111 X2236 SAPPORO MEDICAL COL  
\*TEMPLE UNIVERSITY JAPAN  
C 03-486-4141 DR. WILLIAM SAY  
\*THACKER, VICTORIA  
N  
\*THOMAS NELSON & SONS LTD  
C 03-320-4170 MR. SHINSUKE SUZUKI  
THOMAS, ALLAN J.  
T 03-986-4739 TOKYO LANGUAGE INSTITUTE  
\*THOMPSON, CLAIRE  
T 03-244-4251 PEGASUS LANGUAGE SCHOOL  
TOCHIGI, AKIRA  
M 075-221-2251 KYOTO ENGLISH CENTER  
TOJO, NORIKO
- TOKOROZAWA YASUTAKA  
O 0729-41-8211 OSAKA KEIZAI HOKA DAIGAKU  
TOKOYODA, IKUKO
- TOKUDA TOSHIMASA  
E 0899-22-8980 AIKO GAKUEN  
TOMODA, MARI  
H  
TORIGE, ANNE
- TORIGOE YOKO  
Y 0864-62-1661 SEISHIN GIRL'S H S  
TORIHARA KANAE  
T 03-719-4941 JAPAN LANGUAGE FORUM  
TSURUTA, MINEKO  
T  
TSUSHIMA, TERUAKI  
B KOBE GAI-DAI  
\*TULLY, CHARLES  
O YMCA OSAKA  
TURNBERG, KIM  
Q 0172-34-2848 HIROSAKI ENGLISH SCHOOL  
UCHIDA, HELENE JARMOL  
F 092-521-8750 DAIWA JUKU  
UEDA, MIDORI
- UEHARA, HIROKO  
H 082-282-5254 MAZDA  
UJITANI, EIKO  
N NAKARNISHI SAKUEN  
UMEDA, TOYOE  
M 0775-37-1700 NIPPON ELECTRIC GLASS CO., LTD  
USUI ERIKO  
O  
\*VENNING, RUTH E.  
T  
\*VICCAR, CHE  
K  
VIRGIL, MARY  
P 011-854-3181/2 IPI  
VOLLER, PETER  
A 045-781-1311 x513 YOKOHAMA CITY UNIVERSITY  
\*WADSWORTH INTERNATIONAL  
C 03-379-1675 WADSWORTH INTERNATIONAL  
WATANABE, HARUO  
O TAKENAKA KOMUTEN  
WATANABE, KIYOSHI  
E NITTA H S  
WATANABE, MIEKO  
Q  
WATANABE, MUNEATSU  
E NITTA H S

*WATERBURY, DAVID H. Y WATSON MICHAEL T 03-953-8701 WEAVER, DIANA O 06-761-9371 *WIIG, LAURENCE H 082-228-4131 WILLIAMS, MICHAEL A 03-486-4141 *WORDELL, CHARLES B. H 078-708-6161 *WRIGHT, ANDREW N YABE, CHIKAKO M YAGI, NORIKO A YAMADA, NORIO T 03-486-2213 *YAMAGUCHI, NOBUKO E 0899-21-2366 YAMAMOTO, ATSUKO G 0958-28-1722 YAMAMOTO, KIKUKO M 0739-47-2118	KAWASAKI MEDICAL SCHOOL SIMUL ACADEMY OSAKA JOGAKUIN TANKI DAIGAKU HIROSHIMA JOGAKUIN SR & JR H S TEMPLE UNIVERSITY - JAPAN KOBE UNIV OF COMMERCE NAGOYA DAIGAKU BI-LINGUAL YAMATAKE HONEYEYELL CO., LTD. MATSUYAMA YMCA PRIVATE JUKU NANKI YOGO SCHOOL	YAMAMOTO, TADASHI T 03-434-2350 YAMANISHI, HIROSHI T 03-928-4251 YAMAOKA, RIE A 045-621-1004 YAMASHITA, MIYAKO  YANAGAWA, KIMIYO  YOKOYAMA MITSUKO S 0886-25-5319 YONEDA, KEIKO F 0952-23-5145 YONESAKA, SUZANNE P YOSHIKAWA, KURAJI T 03-263-9835 YOSHINAGA, MARI E 0899-43-3587 YOSHIZAWA, EIJIRO  ZANIEWSKI, VINCENT T	JAPAN SOCIETY FOR TECHN COMM WASEDA UNIV SR H S YOKOHAMA FUTABA GAKUEN      SAGAWA WOMEN'S JR COL SAPPORO JOSHI TANDAI LUTHERAN LANGUAGE INSTITUTE AMVIC ENGLISH CONV SCHOOL HITACHI KEIHIN INSTITUTE
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第4回 JAL T夏季講座

FOURTH ANNUAL SUMMER INSTITUTE FOR  
JAPANESE TEACHERS OF ENGLISH

目 的

英語教育者（特に中学、高校教師）の方々に、語学教育分野における最新の理論や実践の教授法を短期集中的に習得していただき、実際の英語教育活動に役立てていただくことを主目的と致します。JAL Tはこの為に、海外から特別講演者を招くと共に、国内でも語学教育分野の最先端で活躍なされている著名な講師陣をもって、充実したプログラムを作り出すよう最善を尽くします。

対 象

英語教育担当者（特に中学、高校の教師）及び英語教育に関心のある方々

定 員

50名

会 場

愛知県名古屋市港区入船2丁目1番17号  
名古屋港湾会館  
（地下鉄名城線名古屋港下車 徒歩2分）

期 間

昭和59年8月17日から8月19日までの3日間

プログラム

第一日目（8月17日）  
9時30分～10時00分 受 付  
10時00分～10時15分 開会の辞 豊橋技術科学大学  
野沢 和典  
10時15分～11時45分 講 演 「英語を英語で教え

る授業：その一例」愛知県立大学  
教授 出山 桂吉  
11時45分～13時00分 昼 食  
13時00分～14時30分 講 演 「英語教育と総括的  
評価」筑波大学教授 大友賢二  
14時30分～14時50分 休 憩  
14時50分～16時20分 講 演 「英語教育と形成的  
評価」筑波大学教授 大友賢二  
16時20分～16時30分 休 憩  
16時30分～18時00分 講演 「GAMES IN THE  
CLASSROOM」豊橋技術科学大  
学外国人教師 ウィリアム・フ  
ランクリン

第二日目（8月18日）  
9時00分～10時30分 講 演 「コンピューター利  
用の英語教育の現状と将来」  
河合塾学園講師 チャールズ・  
アダムソン  
10時30分～10時50分 休 憩  
10時50分～12時20分 特別講演 「WRITING FROM  
EXPERIENCE」ニューヨーク  
大学教授 マルセラ・フランク  
12時20分～13時20分 昼 食  
13時20分～14時50分 講 演 「フォニックス メ  
ゾッド」横浜国立大学教授  
長谷川 潔  
14時50分～15時10分 休 憩  
15時10分～16時40分 講 演 「SELF-ACCESS  
PAIR LEARNING AT SHI-  
TENNOJI INTERNATIONAL  
BUDDHIST SENIOR HIGH  
SCHOOL」国際仏教大学教授  
トーマス・ベンダガスト  
16時40分～16時50分 休 憩  
16時50分～18時20分 特別講演 「GRAMMATICAL

(cont'd on next page)

(cont'd from preceding page)

## STRUCTURES FOR PRACTICE] ニューヨーク大学教授

マルセラ・フランク

第三日目(8月19日)

9時00分～10時30分 講演 [TANGIBLE GRAMMAR: THE SILENT WAY AT SHITENNOJI INTERNATIONAL BUDDHIST JUNIOR HIGH SCHOOL 国際仏教 大学教授 トーマス・ペンダガスト

10時30分～10時50分 休憩

10時50分～12時20分 講演 [楽しい英語の授業] 横浜国立大学教授 長谷川 潔

12時20分～13時20分 昼食

13時20分～14時50分 講演 [聞くこと: 英語学習上の位置] 京都教育大学教授 田島 穆

14時50分～15時10分 休憩

15時10分～16時40分 講演 [中学英語教科書の作成とその問題] 京都教育大学教授 田島 穆

16時50分～17時00分 閉会の辞 JALT夏季講座 実施委員長 野沢 和典

## 講師陣の略歴

Charles E. Adamson, Jr.: 1973年 Goddard College から M. A. を取得し、現在 Columbia Pacific University の博士課程に在学中。金城学院大学の非常勤講師などを経て、現在河合塾学園名古屋外国語専門学校講師としてコンピューターや英会話を教える。

大友 賢二: 1956年に東北学院大学を卒業後、1962年から1974年まで E L E C (英語教育協議会) 主事、研修部次長、研修第一部長を歴任、1974年から1983年まで神奈川大学助教授、教授の後、現在、筑波大学教授。主な著書には、[英語の測定と評価] E L E C 1972年、[英語教授法各論] 研究社 1978年、[英語指導法ハンドブック4 評価編] 大修館 1979年 などがある。

田島 穆: 1955年に東京教育大学を卒業後、7年間桐朋高等・中学校で教える。1964年国際キリスト教大学大学院を卒業後は、東京学芸大学付属高等学校教諭、宇都宮大学講師、助教授を経て、現在は京都教育大学教授。英語教育法及び英語学の分野の論文多数。

出山 桂吉: 1959年に東京都立大学大学院を卒業後、山梨大学講師、中央大学助教授を経て、現在は愛知県立大学教授。静岡県立吉田高校で教えたこともあり、常に中学・高校での英語教育実践の研究をしている。

長谷川 潔: 1951年立教大学、1954年にルーテル神学大学を卒業後、米国のバルバライン大学へ留学し、1956年卒業。カリフォルニア州立大学大学院で学び、南カリフォルニア大学大学院から M. A. 取得。NHK国際局を振り出しに、お茶の水女子大学講師、助教授、教授を歴任すると共に、外務省研究所講師などを務め、現在横浜国立大学教授。著書・論文多数で、代表的なものに [英作文の指導法] 大修館 1967年、[日本語と英語] サイマル 1974年、[日本語からみた英語] などがある。英語教育界のリーダー的存在。

Marcella Frank: 1963年に Teachers College of Columbia University から Ed. D. を取得。University of Hawaii、Brigham Young University、Montana State University、Brooklyn College、University of Sarajevo などで教鞭をとり、現在 New York University 教授。主な著書には、[Modern English: A Practical Reference Guide] Prentice-Hall 1972、[Modern English: Exercises for Non-Native Speakers] Prentice-Hall 1971、[Writing from Experience] Prentice-Hall 1983、[Writer's Companion] Prentice-Hall 1983 などがある。TESOLなどの学会で目覚ましい活躍をしている。

William Franklin: 1975年に英国の University of Durham を卒業後、University of Oxford へ進み、Diploma in Education を取得。リビアで英語を教えた後、東京の International Language Center 講師から現在豊橋技術科学大学外国人教師。ドラマやゲームを利用した英語教育に精通している。

Thomas E. Pendergast Jr.: Stanford University から B. A. 及び M. A. を取得後、East-West Center の奨学金を得て、University of Hawaii で TESL を専攻して M. A. を取得。大阪外国語大学などで教えた後、現在は四天王寺国際仏教大学短大教授で英語科長。JALT 大阪支部長、JALT 会長も歴任し、TOEIC Steering Committee や DIDASKO のアドバイザーをしている。TPR, CL/CLL, THE SILENT WAY などのいわゆる [新しい教授法] に精通していて、論文多数。

## 参加費

8月10日までに申し込みの場合

	JALT 会員	非会員
1 日のみ	6,000 円	7,000 円
2 日間	12,000 円	14,000 円

3 日 間	18,000 円	21,000 円
8 月10日以後及び当日に申し込みの場合		
	JALT 会員	非会員
1 日 のみ	7,000 円	8,000 円
2 日 間	13,000 円	16,000 円
3 日 間	20,000 円	24,000 円
* 大学生・大学院生は会員料金で参加できます。		

申し込み方法

下記の郵便振替口座へ参加費を送金して下さい。  
口座番号 名古屋 9-51889  
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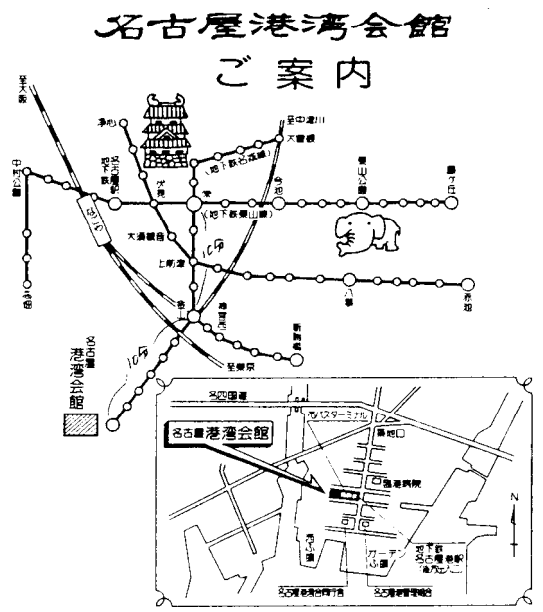
宿泊・食事

宿泊の予約等は、原則として参加者ご自身でお手配願います。会場付近での宿泊施設の1つに名古屋船員会館があり、ご利用です。

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当日の昼食に対しては、名古屋港湾会館内のレストランあるいは近辺の食堂がご利用できます。

問い合わせ先

〒440 愛知県豊橋市王ヶ崎町字上原1-3  
合同宿舎2-201  
野沢 和典  
電話：(0532) 48-0399 (夜間のみ)



第4回 JALT 夏季講座  
FOURTH ANNUAL SUMMER INSTITUTE FOR JAPANESE TEACHERS OF ENGLISH

申込書

第4回 JALT 夏季講座 (期間8月17日～8月19日)に参加したく受講料を添えて申し込みます。  
なお、受講料は(郵便振替・現金書留)で支払います。  
昭和59年 月 日 受付番号( )

フリガナ			
氏 名	印 (男・女)		
生年月日	大正・昭和	年 月 日	生 才
現 住 所	〒 TEL ( )		
勤務先／学校名	該当に○印をつける 都立・府立・県立・私立 市立・町立・その他		
上記住所	〒 TEL ( )		
最終卒業学校	大学(院)	学部	科
通 信 欄			
* あなたは今回の夏季講座を何からお知りになりましたか、次に○印をお付け下さい。 1. THE LANGUAGE TEACHERを見て 2. ダイレクトメールを見て 3. 雑誌の案内を見て (雑誌名： ) 4. 新聞の案内を見て (新聞名： ) 5. 知人に勧められて 6. その他 ( )			

JALT きのう・きょう・あす (7)  
副会長 北 尾 謙 治

長崎と松山支部を訪れて  
全国運営委員が支部を訪問し、その運営の手伝いをすると共に、支部の実情を全国運営委員会で報告する制度が1月に発足した。この新制度により、4月21・22日に長崎支部、5月12・13日に松山支部を訪れた。両支部の役員の方々と話し合う機会を持ち、研究会にも参し、

(cont'd on next page)

(cont'd from preceding page)

支部の実情を直接見聞きして、5月末東京で開かれた全国運営委員会で報告した。両支部には共通点も多く、他の支部や今後できる支部の参考にもなるのでその実情及び対策を報告し、御協力をお願いしたい。

両支部とも地方都市に存在し、関東と関西と異なり、ほとんどの会員が中・高校の日本人の先生方である。JALTのコミュニケーションやハンドブック等運営が英語のみで行われてきたので、少しの戸惑いを感じられた。原因は英語のみでなく、色々と複雑な制度や規則のためでもある。とくに会計に関しては事務が複雑であり、役員の方々に御迷惑をかけている。これは多くの支部や会員の要望にできる限り答え、よりよいサービスをするためにこのようになったためである。制度を簡略化するのがよいのか、多くの会員の要望に個々に答える複雑な制度がよいのか、その中間でやるのがよいのかは今後の検討課題であろう。

JALTには日本人以外の役員が多いので、コミュニケーションの言語として英語が使用されているのが現状であり、日本人役員には十分に意志表示ができない場合や誤解される場合も時にはある。しかし、JALTの運営やコミュニケーションは英語でなければならない規則はない。会長のJim White、会計のAleda Krauseや事務局長のTom Robb氏へは日本語で手紙を書いて頂いても支障はない。全国運営委員と各支部長へ毎月送られるニュースレター(JENL)のインプットも日本語でも受つける。今後はおおいに日本語も利用して頂きたい。

残念なことではあるが、このニュースレターは日本人会員にはあまり読まれていないのが実情で、研究会の案内すら十分見て頂けず、葉書による案内も必要なのが現状である。ニュースレターが読まれないのは英語のためか、日本人会員に関心のある記事が少ないからかは不明である。いずれにしろ解決方法は、日本語の日本人会員に関心のある記事を増やせばよい。5月号からは山本雅代先生に日本語の編集を御願いし、より発展の方向で努力して頂いているので、徐々に解決すると思われるが、日本人会員の投稿なしでは不可能なので、よろしく御協力ください。

支部の役員の方々は本当に献身的によく働いてくださるのに感謝し、頭の下がる思いであった。こうした皆さんの努力があったからこそJALTが今日のような大規模で立派な団体になれた訳である。しかし、できる限り個人にあまり負担がかかりすぎないように運営して頂ければ幸いで、とくに金銭的負担までして頂くのは心苦しい。支部の役員会でよく話し合って個人の負担があまりかかりすぎないようにお願いしたい。

JALTではこのニュースレターと運営委員と各支部長にのみ郵送されるJENLにより情報交換を行っている。しかし、意外と支部の役員の方々はJALTやJALTの色々な規則等を御存知ない。できる限り知るよう努力して頂くと共に、支部長の方々は支部役員の方々によく情報を流して頂ければ幸いである。

長崎支部で強い要望があったのは、年次大会に出張できるように出張依頼状を作成することであった。これは大切なことで、多くの中学・高校の先生方に参加して頂きたいし、校費でもって参加して頂けるのは嬉しいことであるので、2年前より実施している。今年も請求があれば発送しますので、後ほどこのニュースレターで申し込み方法等をお知らせしますので大いに申し込んで頂きたい。

松山ではドイツ語や国語の先生方も参加されていた。これは望しいことでJALTは単に英語教育のみではなく、他の言語教育の向上も目的としているので多くの語学の先生方が参加されるよう努力して頂きたい。

松山では松山言語談話会でも話させて頂いた。これは大学・高校・中学の先生方や、学生その他言語に関心を持ってられる方々の月例研究会である。松山支部は土地の人々へのサービスをモットーにしておられるので、JALTの会員以外にも講師を利用して頂いたりして貢献されている。9月には愛媛県の生んだ偉大な英語教育家の今村先生を迎え、多くの同窓会等も企画されていると聞く。JALTは決して豊かではないが、各支部とも教人の講師を招く予算はあるので、その地方の先生方のお役に立てば幸いである。松山支部は1月に発足して以来4ヶ月ほどで80人余りの大支部になったが、その秘訣はこの献身的なコミュニティー・サービスによるところか大きいと思う。

松山では今夏中学・高校の先生方のため英語の集中訓練キャンプを実施される。信じられない安い費用で英語と英語教育の勉強ができる。他の支部でも先生方の役に立つセミナーやキャンプ等企画して頂ければと願う。

各支部の運営は各支部に御願ひであり、私達の口を出す場ではないが、できる限りJALTの企画に合わせて計画を立てて頂ければ幸いだ。例えば講師の謝礼が支部ごとで異なれば問題が生じる。色々な経験に基づいての提案を無視されると問題が生じやすいのも事実であろう。また支部同士の協力は費用の節約にもなる。

最後に両支部より帰宅後、両支部よりていねいな御礼状を頂いた。何もお手伝いできなかったのに、このように感謝されて心苦しい。献身的に働いてられる支部の役員の方々と、協力されている会員の方々にこそ全国運営委員の1人として感謝の意を表したい。今後の支部の益々の御発展をお祈りしつつ筆をおく。(つづく)

訂正

The Language Teacher 5月号の33ページの「The Language Teacher 4月号の無料配布」のところで、日本ブレンティスホール出版社よりも御寄付を頂いておりましたが名前が抜けていました。間違いを訂正し、お詫びいたします。

Chapter  
Reviews

KYOTO

ADULT EDUCATION IN JAPAN:  
Current Trends and Needs Assessment  
for Business English

By Richard Berwick and Tom Whalley

Reviewed by Juro Sasaki

At the April JALT meeting in Kyoto, in the first half of the presentation, Richard Berwick discussed the importance of needs assessment for designing in-company language training programs. Richard Berwick, co-ordinator of Kobe Steel's English language training program, is a Ph.D. candidate in adult education at the University of British Columbia.

Mr. Berwick noted that, as there is some discrepancy between what a learner knows and what he or she ought to know, needs assessment is needed for valid program planning, and that the gap between applied linguistics and teaching functions could be filled by focusing on needs assessment.

He described sequences of stages in needs

assessment as follows: (1) Status Survey (What is learned), (2) Standards Study (What ought to be learned), (3) Gap Description (Proficiency in content area), (4) Set Objectives, (5) Organize Learning, (6) Place Students, (7) Conduct.

In the second half of the presentation, Tom Whalley outlined some of the developments in adult education in Japan. Mr. Whalley, Director of ESL & Continuing Education at Douglas College, Vancouver, Canada, is currently in Japan researching adult education and in-company language training programs.

He gave an overview of adult education in Japan to have the audience get the general idea of what is happening in Japan in adult education, describing the details of the history of adult education in Japan. He also presented a "Distribution of Participants by Adult Education Institutional Type" as follows:

institutions	year	no. of participants
1) Courses Established by Education Committees	1977	2,620,000
2) Courses Established by Kominkan (a public hall)	1977	1,930,000
3) Open University Courses	1980	150,000
4) Open High School Courses	1980	105,000
5) Culture Centers	1976	365,000
6) YMCA Annual Programs	1981	89,000
7) Educational Ministry Authorized Correspondence Courses	1979	330,000

Kobe Steel E. L. Needs Assessment Sample Items  
(By Richard Berwick)

Job-related English skills	Item	I use/have used this skill for my job	This is a high priority use of Eng. in my work	I have had problems trying to use this skill for my job	I have to be very accurate when I use this for my work
(1) asking for/giving information		0	0	0	0
(2) answering routine technical questions in English		0	0	0	0
(3) describing technical processes in English		0	0	0	0
(4) other English-speaking skills		0	0	0	0

## HAMAMATSU

## THE BILINGUAL CHILD

By Masayo Yamamoto

Reviewed by Haruko Hishida

On May 20th, we had a monthly meeting at Seibu Kominkan. Masayo Yamamoto, who is currently teaching part-time at Osaka University of Economics and Law and Tezukayama Junior College, talked about the bilingual child, using data obtained by a questionnaire she did. She married an American and has two bilingual children. In our chapter also, some members have bilingual children, and some others wish to have their children learn/acquire both Japanese and English.

First, she started to talk about general views of bilingualism. What is bilinealism? Though there are no definite criteria for being bilingual, she introduced a definition with which many people feel comfortable: bilingualism is the ability to comprehend and produce meaningful utterances in two languages. In the days when the U.S. had lots of immigrants, bilingualism was viewed negatively, but it turned out to be seen positively after people found its merits: flexible thinking, insightful understanding, greater tolerance, more vocational possibilities. Some different kinds of bilingualism were explained: balanced, dominant, simultaneous, successive, compound, and co-ordinate.

Secondly, she talked about interference from the first language or confusion of the two languages. People worry about this when a child is exposed to two or more languages. Though we cannot say that interference will occur, it is usually not significant. According to Masayo's own experience, her children have showed no significant interference in phonology, syntax, or semantics. But the avoidance strategy, which a bilingual child often uses, is present: her children avoid or refuse some phonologically difficult words in either language (one child preferred "zou" to "elephant").

Thirdly, three stages of bilingualism were explained. A child is not really bilingual during the first two years. S/he combines two models into one speech form (a unified language system). The situation changes later when a child becomes conscious of the bilingualism which faces him/her, and learns to keep the two languages apart (recognition). Having developed an awareness of bilingualism, the principle of associating a language with a person appears. The third stage is code-switching. Generally code-switching occurs depending on the situation, topic, the interlocutor's physical features, or sometimes out of ethnic pride. Masayo let us listen to a tape-recorded conversation among her a-year-old child, her husband, and herself. She spoke to her child in Japanese while her

English-speaking husband spoke in English. Her little son never made a mistake in answering his parent in either language. Next she spoke to her son in both languages, switching sometimes. He answered in both languages without mistakes. That seems to show we need not stick to the one person-one language principle.

After a coffee break, her presentation focused on the linguistic environmental factors which affect the acquisition and maintenance of English in a Japanese-speaking environment. Masayo introduced the following factors: experience abroad, school language, the language that EP (EP: parent whose native language is English, JP: parent whose native language is Japanese) uses in talking with his/her children, parents' bilingualism, the language used between EP and JP, and the language between siblings. As for the first three factors, she said they are helpful but not necessary. The fourth and the fifth are not so important. But the last factor, which is the language between siblings, seems very important, though it is difficult to generalize with a small amount of data.

Above all she emphasized that the most important factor for a child to be bilingual in Japan is that the EP provide an English-speaking environment. This is the minimum requirement and definitely necessary, though not enough, for their children's bilingualism. Usually a child develops faster in the language which is used most in his/her environment. Therefore, Japanese will tend to have an edge over English if s/he lives in Japan.

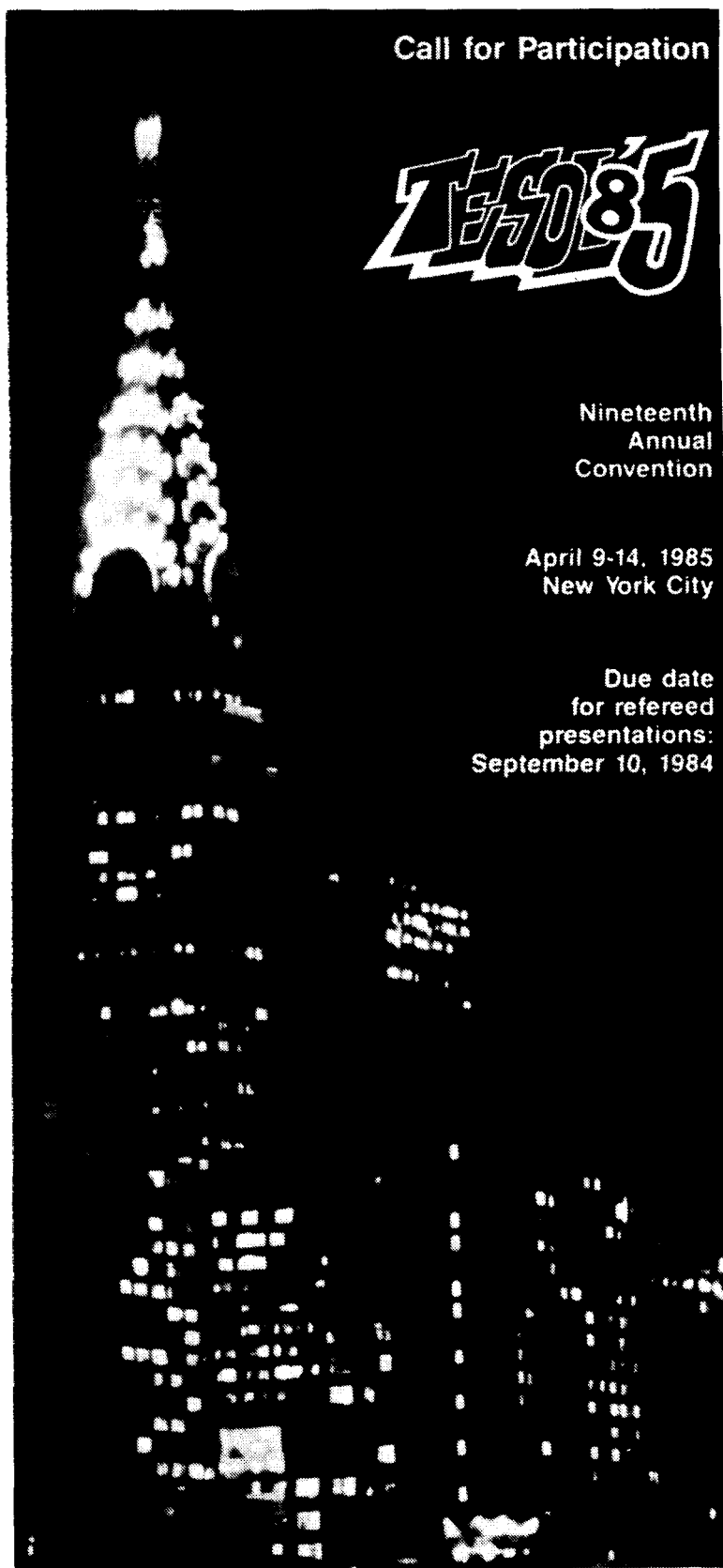
In Japan, is there any problem with being bilingual? Though bilingualism is usually viewed positively or even with some respect, some Japanese see it negatively since bilingual people are not common here. Some see them as different or strange, as outsiders. Bilingual people are not trusted. However, most parents who answered Masayo's questionnaire believed their children's bilingualism is beneficial and had no significant problems. Lastly, Masayo ended her presentation by saying that parents need to provide a balanced bi-cultural, bi-lingual environment in order to raise a bilingual child.

## 長崎支部『訳読からの脱却』

講師 北尾謙治氏  
報告 永井智

北尾氏は先ず学生のreading ability に対する現状を述べた。それによると、「I can translate, but cannot read.」と認める学生が多く、「日本人は英語は読めるが、話せない」と云うより、「日本人は正しい意味で読めてもいない」事を指摘していた。又、読む速度が100 wds/m 以下の学生が殆どなのが実態である。この様な

(cont'd on page 32)



## Call for Participation

# TESOL '85

Nineteenth  
Annual  
Convention

April 9-14, 1985  
New York City

Due date  
for refereed  
presentations:  
September 10, 1984

The nineteenth annual convention of Teachers of English to Speakers of Other Languages (TESOL) will be held at the New York Hilton in New York City from Tuesday, April 9, through Sunday, April 14, 1985. The official opening will be Tuesday evening. Preconvention workshops and colloquia will be presented during the day on Monday and Tuesday.

The interests of TESOL, an international organization, are broad. Its focus is the theory and practice of teaching English as a second or foreign language and standard English as a second dialect in the many diverse settings throughout the world where a knowledge of English is seen as important. The convention is planned for the professional stimulation and personal pleasure of all who share these concerns.

The program committee invites presentations dealing with classroom practices, research in language learning and teaching, or the connection between the two. We welcome proposals from teachers, teachers-in-preparation, graduate students, researchers, program administrators, and materials and curriculum developers, including colleagues in related disciplines such as communications, education, foreign languages, and linguistics. Papers, demonstrations, poster sessions, workshops, and colloquia constitute the refereed presentation formats for TESOL '85.

The program will also include demonstrations by convention exhibitors, sessions sponsored by TESOL's fourteen interest sections, and exhibits of teacher-made video tapes and other materials.

We hope to see you in New York!

(cont'd from page 30)

現実を改善するためにも色々な方面に検討が加えられた。まず、教科書が現状にあっていない事、特に50～100年も前の作品が多く出ていたり、(因みに米国のESL/EFLのテキストでは10年前に書かれたものでも、古いと見なされている。)、外国の文化を総合的に理解するには内容が片寄っていたり、不十分なものが多い、等々。これは、筆者も成程と痛感するものであり、最近では少しずつ改善されつつあるものの、著名な英米の作家の作品が高校(特に高学年)のテキストの大部分を占めていたり、道徳的要素の強い論文が多かった。又、大学のテキストにもこの様な傾向は続き、巻末に、文法・内容的にむずかしい所の註が施され、教官は普通、訳読式で講義を進め、時々文学論等をおり込んでいた様に記憶している。

氏はこの様な点を解決するために、外国人教師と共に“American Sampler”というテキストを出版した。これには、英・米の文化についての教材が多く、平易な英語で書かれており、基礎的な読解力がつく様に作成されている。内容も、料理のテキストやレストランのメニュー、結婚式の招待状など生活習慣を網羅している。筆者の感想では、レベルは大学生向きであるが、高校3年生程度なら充分読めるはずである。又、設問も文法的なものでなく、多角的に読めるようになっているのが良い。又、WPMがすぐ算出出来る様にチャートまでついているのも憎い。ここで北尾氏は、これまでの英語教育、特に読む事に関しては、内容のむづかしい教材が多く選ばれてきた事、又、文法のruleを教えるのが一番楽で、教え易かったために、文法に可成りの時間がさかれてきた事を指摘されていた。

又、classroom technique についても、能力の異なる生徒をpairなり、groupにして共同作業で学習させるという生徒を中心に据えた学習活動の一例を体験をふまえて述べられ大変有益であった。

又、教師の役割は従来の様な教師→生徒の一方通行の完全な(誤りのない)講義・授業のconductorではなく、生徒を何かに参加させて、そこで学ばせるといった従来とは違った役割を担う教師のあり方を考えさせられた。又、realiaを大切にする態度等今後の海外研修などでも有益な事が多く、この問題は、一部のJALT会員の問題ではなく、広く、我が国の英語教育に携っている者凡てへの問題提起である様な気がした。

■

## NAGASAKI

### EDUCATION: EAST AND WEST

By Prof. Frances Horler, Ph.D. (Univ. of Rochester, Graduate School of Education & Human Development-retired, and Kobe YMCA)

Reviewed by Ron Gosewisch

On March 31, Prof. Horler gave a lecture as part of a program sponsored jointly by JALT Nagasaki and the Nagasaki YMCA. She is very qualified in her subject, not only having taught it, but also having been a member of various international inspection teams, traveling to South America, Africa, the Soviet Union and other countries, including Japan. She has also been on accreditation committees in the United States, responsible for evaluating tertiary schools there.

Ms. Horler began by stating that the oft-asked question, 'Which system is best?' is nearly impossible to answer, the reason being that an education system is an instrument, just as a telescope or violin is, and instruments must fit the needs and goals of the users. In other words, each education system must meet the needs of that society and, in doing so, reflects that society itself. This out of the way, she proceeded to touch upon three main areas: factors that influence education systems; similarities and differences in education systems; and problems in education.

Several factors were mentioned that influence a nation's education system. One is its history and the resulting political philosophy. Japan, for instance, is somewhere between the United States and the Soviet Union in its central control, whereas the English system is even further decentralized than that of the United States. Second is its religion. In the U.S., it is illegal to allot public funds to religious institutions; in the Soviet Union, religion is all but illegal, whereas in Islamic states, religion has an all-powerful influence. Third is its language or languages. While Japan is basically monolingual, the United States, Canada, Switzerland, the Soviet Union and even England face the problem of teaching students in more than one language.

Fourth is its racial or ethnic make-up. Though Japan faces a problem with resentment on the part of her 'burakumin' students in schools, she does not have the problem to the degree that the United States has with its busing programs or the Soviet Union with its shifting population patterns. Fifth is its geography and climate. Fisheries is a relatively important subject in Japan at the secondary level, though not so in the United States or many other places. Boarding school becomes a necessity in many places in Finland during the winter. And, of course, a nation's natural resources are important in the support of its education system.

Four areas of difference were touched upon, but not before Prof. Horler pointed out that there are many more similarities among various education systems than there are differences. The first is the aspect of control. In Japan the Ministry of Education has very tight control, especially at the primary and secondary levels. In the United States, even though a Department of Education was established recently, the responsibility for education lies with each of the 50 individual states. Control, moreover, is largely in the hands of individual school dis-

tricts. In England, though HMI (Her Majesty's Inspectors) may inspect and advise, actual control is in the hands of each school headmaster.

Secondly, there is the aspect of access. In Japan the entrance examinations are all important and, at the tertiary level, are for entrance to individual faculties. In the United States, the SAT (Scholastic Aptitude Test) or College Boards given in the 11th or 12th grade are for entrance to university, the choice of faculty being made later. Third is the question of credits at the tertiary level. In the U.S. credits accumulate and are usually transferrable from one faculty and/or university to another. Sometimes in Japan a student may have to use a whole year just to make up one class because s/he is not allowed to go from the Faculty of Liberal Arts to, say, the Faculty of Medicine until all his or her Faculty of Liberal Arts requirements have been met. Fourth, there is the aspect of life-long education. Though there are instances of senior citizens in Japan entering university, they are extremely rare. (So unusual, in fact, that NHK recently made a documentary about a man who became a doctor at the age of 64.) In the U.S. elderly students are not so rare and students in their late 20's and even their 30's and 40's are not uncommon.

A number of problems in education were included in Prof. Horler's presentation. She began with the problem of violence in schools. This seems to be a growing problem both in Japan and the U.S., but part of this, she suggested, may be a reflection of greater attention by mass media to a problem that has been in existence for some time. However, school violence does include teacher violence as well as student violence and this aggravates the problem, as education by example is by far stronger than education by precept.

Next, she mentioned the problem of teacher training. The world's largest profession by far is in need of better selection, education and training, and greater rewards in the form of salary and respect. Then, she touched briefly on the problem of moral education or ethics. Whereas in the U.S. the teacher is supposed to educate in this area solely by example, in public education elsewhere! such as in Japan and the Soviet Union, special classes are required in moral education.

Finally, Prof. Horler brought up the difficulty of money – or financing. This is a world-wide problem and there seems to be little uniformity in the nature of the problem. Japan, for instance, has very good financing at the primary and secondary levels of education while higher education here is really quite poorly financed. In the U.S. there is a wide gap from district to district and state to state at all levels. Other countries, developing countries, would like to have Japan's and the United States' problems in financing, having even less in the way of resources to finance education. One consequence

of this problem in financing is that teacher salaries vary greatly from place to place and are rarely ever satisfactory and often less than adequate.

Nevertheless, Prof. Horler ended her talk by saying that teaching 'is a most noble calling' and that 'we should be proud to be teachers.'

## OSAKA

### REPORTS from TESOL '84, HOUSTON

#### Reviewed by Kazumi Hiramatsu, Kinran Junior College

Four speakers reported on the TESOL '84 Conference in Houston at the Osaka chapter's April meeting.

The first speaker was Ian Shortreed. He reported on Alan Maley's plenary address, which compared two language teaching systems – the communicative approach and the traditional grammar-translation approach. Maley began his presentation by defining "communicative competence." According to him, there are four types of communicative competence.

- 1) Grammatical competence – the ability to know the forms of a language
- 2) Strategic competence – the ability to use paraphrasing or question forms
- 3) Discourse competence – the ability to use connectives
- 4) Socio-linguistic competence – the ability to use socio-linguistically appropriate language

After defining communicative competence, Maley explained what communicative language teaching is. First of all, unlike the traditional grammar-translation approach, there is a concentration on use and appropriateness. Secondly, more emphasis is put on fluency rather than exactness. Less error correction is done as a result. Thirdly, it is considered to be more important to accomplish a task through the use of the target language than to focus on the language *per se*. Fourth, there is an emphasis on student-initiated interaction. Learners are also responsible in the communicative language learning situation.

Then Maley moved on to describe the present situation in China. He labelled most teaching in China "grammar-translation, direct method." In a typical Chinese English class the text, which has no context to understand the passage, is memorized. There is strong teacher control. Few opportunities for real communication are offered.

Maley then looked at the advantages and disadvantages of the communicative approach.

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He believes that the communicative approach produces a better chance of achieving the four kinds of communicative competence, thereby equipping the learners with appropriate skills for tackling the language in the real world. Students become more motivated because this type of language teaching offers them opportunities to use language for their own purposes. However, the biggest disadvantage of the communicative approach is that it makes great demands on teachers. A very good native-like command of language by the teachers, as well as good teacher training programs, are necessary to put this approach into practice. The security of the textbook no longer exists.

The last stage of Maley's presentation concerned why China should change from the traditional approach to the communicative approach. He thinks any language teaching method will perish if repeated over a long period of time. The purposes for which people learn a foreign language also change with the external circumstances. A corresponding change in the methodology of teaching the foreign language, therefore, is necessary.

Maley concluded his presentation by describing future plans in China. China is in the midst of huge changes. Communicative language teaching is being put into a grammar-translation curriculum; the new teaching will still follow basically a grammar-translation program but the communicative approach is being introduced by using real language.

Mr. Shortreed also made a brief report of three acquisition studies. All three studies suggested that a formal focus on language is very important for the acquisition of the second language, giving contradictory evidence to Krashen's studies.

The first study was done on two groups of learners at the Monterey Institute of Foreign Languages. The first group had received no formal language training before entering the defense language institute. They had learned the language "on the street." The other group had received formal language training over a five-year period. Oral interviews were given to assess the language ability of these learners. The result was that street learners could not get above Level 2, which meant they were just beginning to enter the low intermediate level, whereas the formal learners consistently scored above Level 2, most of them coming in at Level 3.5 or 4. (Level 5 is native-like.) This study showed that formal learning might make a big difference in the acquisition of language. Shortreed, however, did not forget to point out that the scoring measures used in the oral interview may have given a favorable result for formal learners: much stronger emphasis was put on grammatical competence than on socio-linguistic competence where street learners were always rated highly.

The second study assessed the ability of language learners to detect and correct errors

when speaking the language. Language learners with high proficiency and low proficiency were examined to see if the formal knowledge of language rules made any difference. What the study found was that the ability to focus *on* form enabled second language learners to step back from the language and correct errors in their own speech, thereby helping them communicate.

The third study was about a Japanese artist living in Hawaii who had no formal language training but was very active in society. In spite of the fact that he showed extremely high socio-linguistic competence after five years in Hawaii, he did not acquire much grammatical competence.

Tom Robb, the second speaker at the meeting, first reported on Computer-Assisted Language Learning. Application of learning theory to software involves four steps, as follows:

- 1) Artificial Intelligence, which is the ability of computers to understand what is put into them. This stage involves both Parsing and Semantic Processing.
- 2) Programming languages: BASIC, LISP, PILOT, and LOGO
- 3) Programming Algorithms
- 4) Audio/Visual Interfaces: how to connect computers to sound or how to visualize the materials graphically, and ultimately how to speak to computers

Another type of computer programming available is Games, a typical example of which is cloze tests.

The next report Robb made was on the experiment done by Steven Ross and himself. What Robb and Ross did was to question the assumption that the best way to teach composition is to make students write compositions, carefully correct them, and have them rewrite them, which is extremely time-consuming work for teachers.

Four classes of college freshmen were given identical original composition assignments every week, received feedback from teachers in four different ways, and rewrote their compositions. In the first class, the teacher corrected every single mistake. All the student had to do was to copy the correct answers. In the second class, the teacher circled every error and put some marks which indicated what types of mistakes the student had made. In the third class, the teacher used a marker and painted each error, showing just where the mistakes were. In the fourth class, all the teacher did was write down the number of mistakes students made in each line of the composition. The progress of the students was assessed in three different categories – accuracy, complexity, and fluency (the length of the passage the student wrote in a given length of time).

It turned out that as far as complexity and

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fluency are concerned, very little difference was seen among the four classes in their progress. All the students showed statistically the same improvement. In terms of grammatical accuracy, although all the four classes did improve, the fourth class did not show as much improvement as the other three classes.

This experiment suggests that it may not be the only answer to correct all the mistakes in the composition. Just telling the students the location of the errors seems to be enough for them to improve in the accuracy of composition. Moreover, with regard to complexity and fluency, just to have students write anything without giving any feedback at all seems sufficient. Robb guesses that the main reason why all the students improved was just the volume of the writing. Therefore, having students write anything -- such as journals -- without giving them any correction will probably make students as good writers as providing them with carefully controlled feedback, which demands enormous time on the teachers' side.

Robb concluded his presentation by explaining another experiment he is planning to do this year in his composition classes. Three different classes will be given different tasks. The first class will write journals, receiving no feedback. The second class will not do any original writing, but will be asked to improve compositions another class wrote. The third class will get careful feedback on their mistakes. Robb hopes that this experiment will reveal more on the important elements that enable a student to become a good writer.

Tom Robb was followed by Kazue Minamoto who made general comments on the conference. There she gained the strong impression that peer pressure that exists among children plays an important role in language acquisition. In addition, children are less frightened about using the language they are learning. Those factors are something that adults also need in order to be good language learners.

Kenji Kitao was the last speaker of the April meeting. He started out by giving an explanation of major TESOL activities such as the publication of *TESOL Quarterly* and *TESOL Newsletter* and the organizing of the annual conference.

Then he gave a very brief outline of each CAI (Computer-Assisted Instruction) presentation he attended. There were many presentations at the conference, but to Kitao's disappointment most of them did not show any significant changes from the presentations of the previous year.

The last part of Kitao's talk was devoted to a report on "How to Teach ESL Reading" by Beatrice Mikulecky, which was for Kitao the most interesting presentation at the conference. According to Mikulecky, there are 20 different skills necessary for reading. To improve each of these 20 skills, there are many activities that can be done. "Previewing" or getting certain ideas

on the material before starting to read, for example, is a tremendously important skill in reading. Teachers can help students acquire this skill by showing how to make paragraphs. In spite of the fact that sometimes it was not clarified how each of the classroom activities she offered were related to each of the 20 skills, Kitao thought her approach to reading could be very instrumental to foreign language teaching.

The April Osaka meeting covered a variety of topics and was rich in content. It was a fruitful meeting, especially for those who were unable to attend TESOL '84.

## YOKOHAMA

### JALT OPENS NEW CHAPTER IN YOKOHAMA

Reviewed by Yoko Morimoto

More than 70 teachers and individuals interested in language education attended the inaugural meeting of JALT Yokohama May 13. Following an introduction by Caroline Latham, president of the Yokohama chapter of JALT, Dale Griffie gave a presentation on how to combine classroom role-play and drama activities.

Mr. Griffie, author of the text *Listen and Act*, began his presentation by presenting to the audience some of the problems of English-teaching in Japan often recognized by native speaker teachers -- grimy-looking classrooms, hopelessly out of date repeat-after-me texts provided by the school administration, and students who study English without any specific purpose or motivation. Students here are, in general, very passive in expressing themselves and this makes communication difficult, although it has a certain charm, Mr. Griffie stated. However, he added, "in real life, Japanese ride motorcycles, go to discos, climb mountains, play tennis, and chat incessantly in coffee shops." He then began to introduce his approach, *Listen and Act* (learning through actions), as one of many options a teacher has in such a situation.

With several Japanese high school students whom he had just met that day, he demonstrated the procedure of Total Physical Response (TPR), which was developed by Dr. James Asher at San Jose State University and which Mr. Griffie's method is based on. Mr. Griffie started his TPR demonstration by giving commands like "Stand up. Sit down. Walk. Stop. Turn right. Point to a chair. Point to a window," having the students actually perform the actions. It was done at a fast pace, though Mr. Griffie made sure that they could perform each action correctly before he moved on to a new one. After a few minutes, the students were spontaneously following more complex commands such as "Stand up. Turn right and walk to the window and point to a chair." When they left the room, they were told



*Dale Griffie directing Japanese high school students through a Total Physical Response exercise at Yokohama JALT's inaugural meeting.*

to wave their hands good-bye and they did.

After the students left, Mr. Griffie moved on to explain the theoretical background of his method. First he explained Stephen Krashen's distinction between language learning and language acquisition. He said that by "learning" we mean the conscious, analytical study of a language. By "acquisition" we mean the sub-conscious, intuitive learning of a language. We learn best by acting in a meaningful context in which the language input is understandable, Mr. Griffie explained.

The second demonstration used teachers in the audience. They were asked to leave the room and practice a mini-drama in groups. The teachers were handed a sheet of paper which had directions for the mini-drama that they were to perform. Each group had a reader who directed the actors. The directions read like this: "Driver, stop the bus and open the door. Passenger, ask the driver, 'Do you go by the post office?'. Driver, say, 'Yes.' Passenger, get on the bus, hold a strap, and look around for a seat. . ." As the reader read the directions, the actors played their roles using some props such as toy money. In the bus skit, a male teacher became a buzzer in the bus, another a bus stop. The dramas were generally funny and took place in everyday situations such as at a hank, a bus stop, and a cafeteria. Functions of the language and communication skills such as gestures were also relevant asking for change, asking and giving directions, buying cakes, ordering food, etc. In addition to the English mini-dramas by both native speaker and Japanese teachers, there was a Japanese mini-drama which was acted out by teachers who spoke very little Japanese. This gave the audience a better idea of what it is like for a beginning language learner to engage in this kind of activity.

Following this, Mr. Griffie then introduced role playing, which he described as one of several options after completion of a mini-drama. In a role play, the students are given an open-ended situation and asked to solve a problem. It gives them a chance to practice a possible real-life situation using the elements they have

already practiced in mini-dramas. He demonstrated how this could be done by having teachers act out a role play combining the bus and the hank robbery skits. "In presenting a role play situation," Mr. Griffie emphasized, "clarify the situation by giving specific reasons for the psychological state of the character, etc." He gave examples of moods that might be created such as one where the shop assistant is in a bad mood because she fought with her boyfriend yesterday.

In closing his presentation, Mr. Griffie cautioned, "No technique, no textbook, can carry you through a class, much less a career. Variety is still the spice of life."

Following Mr. Griffie's presentation, there was a brief business meeting at which the constitution was ratified and executive officers elected. Elected were Caroline Latham, president; Ikuko Tokoyoda and Paul Richardson, facilities; Michael Williams, membership; Yoko Morimoto, newsletter; Keiko Abe, program; Kohei Takubo, publicity; David A. Hough, recording secretary, and Minami Ohsawa, treasurer.

After the business meeting, approximately 20 participants had an informal dinner with Mr. Griffie at a nearby restaurant, where they discussed areas of common interest related to language education.

## NAGASAKI

### SPEECH COMMUNICATION METHODS

**By Prof. James R. Bowers, Meiji University**

**Reviewed by Ron Gosewisch**

Associate Professor James R. Bowers of Meiji University gave a presentation to JALT Nagasaki on speech communication methods May 20, 1984. Prof. Bowers prefaced his talk by putting 'the problem of EFL in Japan into historical perspective, saying that EFL as a mass education subject dates from 1945 when Japan went from about 500 teachers of English to 60,000! Naturally not that many were proficient in English and/or EFL methods. (Immediately prior to this, during the war years, English itself, its use in any form, was proscribed.)

Next, based upon his extensive contact with Japanese teachers of English at various seminars, including those at Tsukuba and Sophia Universities, he cited several misconceptions that Japanese teachers have about EFL. The first is that teaching gives learning to students. The second is that teaching means explaining. The third, teachers must teach the textbook, i.e., the text must be the syllabus. In reference to the last, quoting a source in the Ministry of Educa-

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tion, he said that it has never been the policy of the Ministry that only one form or another (of grammar) must be taught at any given time, e.g., if teachers wish to teach the past tense in the first year of middle school – why not?

Next, he cautioned that solutions to similar problems in education do not always cross over from one culture to another. Different people, after all, do not always have the same value systems. For example, communicative competence historically has been highly valued in European culture, having much the same definition as Aristotle's rhetoric. In Japan, less value has been placed on this skill. (Re: *The Language Teacher*, 8:5, p. 25.)

Another problem Prof. Bowers mentioned was communication variables and credibilities. Citing the example of the conflicts between the two crews that filmed 'Shogun,' he noted that in the areas of professional competence, character, composure, and sociability, Japanese and Americans react very differently. Americans tend to value professional competence over character and to judge competence on the basis of the equipment they see in use. (Japanese film studios tend to be filthy and disordered.) Japanese value character over professional competence and make judgment of character based on the way the person works, the way he acts vis-a-vis the equipment he uses. Americans tend

to show their emotions more than Japanese. At the end of the day's work Japanese tend to stick with their colleagues (*tsukiai*) whereas Americans usually go home (or back to their hotels in this case). So, while the Americans thought the Japanese to be (most important to them) professionally incompetent, the Japanese thought the Americans' character to be somewhat childish and, at the same time, cold. Thus there can be some very real problems in cross-cultural communication quite aside from language, problems that the teacher should be aware of.

Prof. Bowers then led his audience into an exercise in group discussion, somewhat similar to CLL. First, he advised that before beginning any such discussion we should: a) define our terms; b) limit the scope of our topic; c) analyze the problem using background material already in our possession; and, d) attempt to reach a consensus within the given criteria. Then he cautioned that while we might argue among ourselves, such interpersonal conflict is only acceptable if it is not used to hurt, to bully. Finally, he set us the problem: Decide which one of seven survivors on an uninhabited island should be allowed to return (the rescue plane had gotten lost, found the island by accident and was low on fuel, so only one of the survivors could be taken back and there was no chance that the island could be located again).

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The audience was divided up into groups of from five to nine (this being the optimum size for interaction). Our group went around the table, each presenting his or her ideas. We didn't, however, define our terms at the beginning. There were two people on the island whose sex has not been indicated and we didn't realize our mistake until we concluded that we ought to have a sexually balanced society on the island. By then time was up. Not every group did as poorly – three of the eight groups were very methodical in their approaches and gave quite logical reasons for their choices.

Lastly, Prof. Bowers read some poetry to us, giving us various examples of how poems are usually read, before suggesting a more effective

way: the boring rhyme (a sleep potion); the exaggerated presentation of reading (the reader is not interested in the listener, he only wants people to notice him); the dramatic reading (the reader provides not only voice, but gestures, posture and other drama techniques to build images for the audience); the speech-communication presentation or approach. This last is identical to the dramatic in voice but the other features are avoided, thereby allowing the students to use their imaginations.

It didn't take much imagination, however, to conclude that Prof. Bowers is a fine speaker, a skilled performer, and a very experienced and thorough teacher.

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## JALT UnderCover

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**FOCUS ON COMPOSITION.** Ann Raimes.  
New York: Oxford University Press. 1978.  
181 pp.

**Reviewed by Jane Wieman, Osaka Gas Co.**

At the recent JALT Conference on Discourse Analysis, several presentations dealt with differences between written rhetorical styles in English and in Japanese, but there were no practical suggestions on how to teach English rhetorical styles effectively to Japanese. While Ann Raimes' *Focus on Composition* does not deal with contrastive rhetoric, it does present major styles in a clear format and provides the basis for a writing course for intermediate to advanced students which combines an analytic with a synthetic approach. It is designed flexibly for use either in a student-centered classroom (with considerable pair and small group activities, peer correction, etc.) or a more traditional, teacher-centered classroom. I have used this textbook with university students in Yugoslavia, advanced adult students in the U.S.A., and technical staff in a Japanese company. I was first introduced to the text in a demonstration by Ann Raimes at the 1979 TESOL convention in Boston, where it was clear that the activities are challenging even for native speakers. The book has lived up to its promise of being stimulating to me and my students alike, with each repetition (for me) of an activity providing new discoveries about the perceptiveness of the students and varieties of effective writing.

Teachers who are not familiar with student-centered learning will find in "To the Teacher: How to Use this Book" a lucid, explicit descrip-

tion of how to direct the students' individual, pair, and small group activities. The activities themselves are very clearly presented, and for any teacher who has considered pair work but not attempted it, this is an encouraging place to start. Teachers in large classes who are unused to or unwilling to experiment with small group work will also find clear directions for using the text with a class as a whole.

The main organization of the text is into the rhetorical categories of description (a static scene, a person, a moment, what people do, what happened), making a point, supporting a point, dividing, comparing and contrasting, explaining a process, defining, reporting, speculating, and arguing and persuading. Within each chapter, those syntactic structures most likely to occur are reviewed and individual and group tasks of two levels of difficulty are included for practice. An index of syntactic structures enables the teacher to locate such tasks quickly.

Each chapter is organized in the same way: core composition, Focus A (syntactic structure), Focus B (rhetorical structure). The core composition is done by all the students; there are preparatory questions as well as questions for the students to ask themselves and each other about the composition after writing it and reading another student's. This writing can be done either in the classroom, which is preferable if time permits, or at home. In correcting the composition, the teacher is urged to focus only on the effectiveness of the organization and the relevant rhetorical structures, and then to direct each student to do the tasks in Focus A that seem necessary. A student whose control of the syntactic structures is good can go directly to further writing in the same rhetorical style in the tasks of Focus B. Thus, after the initial core composition, each student's activities are individually assigned according to his or her needs and strengths.

To help the teacher, the Comprehensive Chapter Guide lists the titles of the chapters, the core compositions, the syntactic structure tasks

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(cont'd from page 39)

in Focus A (marked as average-level or challenging) and the future composition tasks in Focus B.

The great strength of this format is that it approaches writing at the level of whole compositions (not just sentences or paragraphs) but does not neglect the skills that are needed at more detailed levels (paragraph, sentence, tenses, articles, punctuation, etc.). An example may clarify this. In Chapter 1, 'Describing a Static Scene,' the syntactic structures are:

- sentence division and punctuation
  - subject and predicate
  - fragments and run-ons
  - yes/no questions
- prepositions of place
- agreement: *there is* and *there are*
- countable and uncountable nouns
- determiners
  - articles (a, an, the)
  - quantity words (some, much, many, etc.)
- -s inflection
- sentence combining

The rhetorical structures are:

- organizing a paragraph
  - spatial order
  - climactic order
- giving a full, accurate picture

Anyone with experience teaching writing in Japan will note that some of these syntactic tasks are certain to be useful to Japanese students, even the most advanced, and that others will hardly pose a problem. The ease of individualizing assignments is clearly helpful here.

The readings are all short, well glossed, superb examples of good writing in each genre. They were not rewritten and have not lost their originality, but because of their shortness and intrinsic appeal, they are accessible to intermediate students. Although the organization of the chapters reflects some progression in difficulty, there are challenging tasks in each chapter, and a teacher can easily select those chapters which will be of most use and interest to the students. The tasks are varied, ranging from sentence identification, completion, and cloze exercises to various controlled writing and grammatical exercises.

However, to quote from the preface,

[t]he text concentrates on composition tasks and avoids lengthy explanations and examples of rhetorical methods. It devotes little time and space to grammatical terminology and detailed explanations of sentence structure. It concentrates on the many options open to the writer and refrains from demanding any one correct answer. When students use this text, *they* compose and they work on their own compositions.

In teaching to Japanese university students and adults, who have already studied English grammar in mindboggling detail, this text is very apt. There is also potential for expanding on cultural themes, because the illustrations and reading passages are all authentic and thought-provoking, lending themselves to discussion. I might add that the layout and design of the text make it attractive and easy to use, both for the teacher and student. I would recommend this text, either as a course textbook or as a reference and source for ideas and techniques on teaching composition, to any teacher whose students need to be able to express themselves lucidly in written English.

■

**SPEAKING PERSONALLY: QUIZZES AND QUESTIONNAIRES FOR FLUENCY PRACTICE.** Gillian Porter Ladousse. London: Cambridge University Press, 1983. 113 pp. (no price given)

Reviewed by Gary F. Wood, Time T.I.

To the language teacher who advocates the use of humanistic techniques and material in the classroom and who is also blessed with advanced students, this book will be welcome indeed. To students working alone, it will also be welcome.

The author, in the introduction, makes it clear that this text is for "...adult learners at any point beyond that rather ill-defined moment of language learning, the intermediate stage." The author also suggests that this text be used either for a short revision course in oral skills or as a complement to a course book. With this in mind, there is a chart in the back of the book showing theme, function, and structure to help the teacher fit the activities in with general course work.

To aid the student studying alone, parts appropriate for self-study are marked with stars.

As the subtitle suggests, this is a book of quizzes and questionnaires and there are a couple in every chapter – a plethora of them. That is not all, however. Each of the 12 chapters has role plays, pair-work material, and a discussion section. Most also have a writing assignment. Each chapter is thematic and the themes run a gamut of things pertaining to our individual personalities, e.g. feelings, personality traits, tastes, humor, superstition, and so on. In the opinion of this reviewer, Gertrude Moskowitz would approve highly of *Speaking Personally*. It takes off where *Caring and Sharing in the FL Class* left off,

The title of the first chapter is *You and Your Image*. It begins with a quiz designed to help you see yourself as others see you and to help you understand how you see yourself in comparison to how others see you. Most of the

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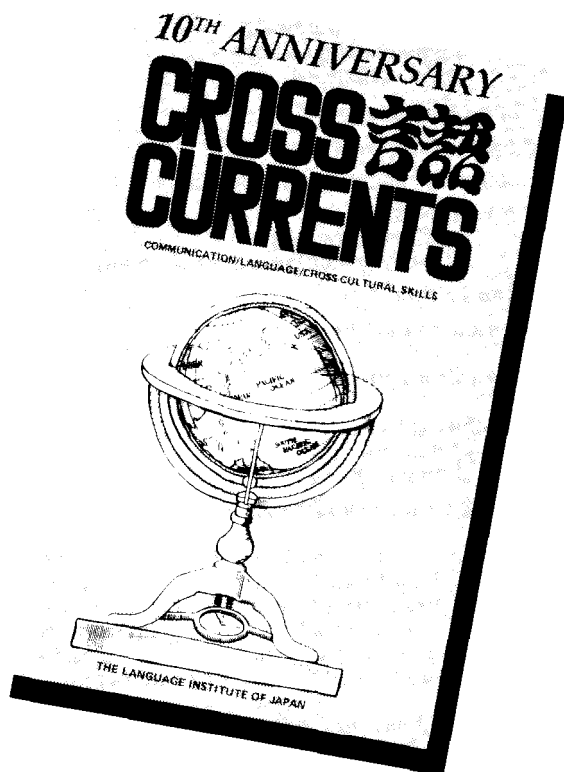
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(cont'd from page 41)

quizzes in this book are similar to ones I've taken pre-pubescently in *Readers Digest* and post-pubescently in *Playboy* or *Psychology Today* or whenever I wondered if I was smart enough to qualify for Mensa membership, had an adequate sex life, *et cetera*. After students take the quiz in pairs, the author provides us with an analysis of our answers and findings. The next part of the chapter has a pair work/vocabulary-building exercise and a role play about public images, i.e. a politician needing to change his image and a public relations consultant. (One problem with the role plays in this book is that they do not contain a lot of conflict.) The role play is followed by another quiz, again on the topic of mutual impressions and again with an analysis of answers. Then there is more pair work about charismatic and boring people, a writing assignment leading up to a guessing game, and a discussion of public images.

The second chapter might be especially interesting to Japanese students of English as its theme is palmistry and fortune-telling. If this chapter fails to go in the classroom, you can always take it down to your local entertainment district along with a little table, lamp, and stool and do a little moonlighting as an *Eikaiwa Ekiska*.

One of the chapters is on honesty and I found this chapter to be especially well received by my students all of us learning that we were much less honest than we try to pass ourselves off as. Another chapter deals with brain power and the quizzes are of a type that will let you know definitely, one way or another, whether you are Mensa material or not. I studied philosophy in college and found some of the problems in this chapter to be the same ones that have been stumping or giving food for thought to the great minds for millennia. I was even prompted to break out some old logic texts. I couldn't solve all of them in university nor can I now. I always forget which darn Indian. This was one chapter I didn't try on my students, as I was afraid their brain power might outmuscle mine and I wanted to spare myself that possible embarrassment.

Other chapters deal with the themes not previously mentioned: health and food; life's tensions; handwriting analysis; families and friends; and politics and society. The humor chapter contains some classic cartoons, including some gems from Chas. Addams *et al.* of *The New Yorker* magazine fame and some jewels from *Punch*.

In my opinion, this text would probably not be suitable as the only material in a course. I used it to augment and to provide, lighter moments in a business case studies course of very advanced students. Based upon my experiences in over five years' teaching in Japan, I have found my classes of 'very' advanced students to be few and far between. I caution anyone who is considering using this book not to attempt to use it with 'low' intermediate students or 'middle' intermediates and to exercise

caution in using it with 'high' intermediates, students a 'little' advanced, or 'maybe' advanced. For the really advanced student this text can provide hours of useful fluency practice. For the native-speaking English teacher it can offer hours of enjoyment taking quizzes and learning about yourself.

While having no firsthand experience using this book in a situation where students work on their own in a self-access library, I feel that this book would be a useful addition to such a library. The author lays down detailed guidelines for such use towards the end of the book. So, if you are in a position to recommend materials for a self-access corner at your school or institute, I suggest you recommend this book. It will probably be a welcome change from the boring articles found in the *XYZ Times* or from incomprehensible novels.

The use of listening techniques is very much in vogue these days and they may, in fact, be the most efficacious techniques. If you are prone to believe that listening is the single most important stage in acquiring language, don't give up hope. With a little teacher preparation this book lends itself to a listening-based approach. The quizzes can be prerecorded, made into cloze passages, or used in a language laboratory.

Another point I should probably attend to is that this book is neither grammatically nor functionally based. It is thematically based (although the author does give guidelines as to how the material may be presented functionally), and designed especially to be used mainly in pairs or in groups. In Japan, students sometimes are antagonistic to teaching methods other than the traditionally employed grammar-translation method. If your students have not broken out of the GTM mold, they probably will not be ready to gain from a course employing this text.

In closing, I would like to reiterate that this is a fun, useful, and interesting text, but that it is not for the beginning or intermediate student.

**BUSINESS: INTERNATIONAL TRADE** (Macmillan "Career English" series). English Language Services, Inc., William A. Mundell and Claude M. Jonnard, consultants. Macmillan Publishing Co., 1984. 87 pp. cassette tape, 30 min. (no prices given)

**Reviewed by Tim Knowles, Tsuda International Training Center, Tokyo**

This publication is one of the most recent on Macmillan's "Career English" list, and is being advertised this year along with similar volumes entitled *Business, Business: Banking*, and *Secre-*

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taries. According to Macmillan's own preface, this series is

intended for students who have some proficiency in English as well as a working knowledge of their own professional fields. The books are designed to teach the special terminology students need in order to communicate in English within their career areas.

This, in fact, is a fairly accurate description, as all this book, and others like it, attempt to do is to teach terminology. Anybody wishing to communicate should look elsewhere.

Accepting, then, that teaching terminology is a perfectly reasonable aim, we should look at how the book attempts to do this, and whether, in fact, it may succeed. The format of the book must be familiar to all of us who have been handed a course book for the nightly trek around the tired business classes. In other words, it is simple and unchallenging. There are 14 lessons, each dealing with one particular aspect of International Trade. For example: *Selecting the Market, Arbitration, Investing Abroad*, etc. Illustrations are sparse, with a slightly relevant photograph in each lesson, but with some useful examples of such forms as Bills of Lading and Commercial Invoices in the back of the book. Each lesson is divided into three sections, in a way comfortably common to many Japanese readers: The Dialogue, the Terminology Practice, and the 'Checkup.'

Firstly, the dialogue gives us exactly a page of such anonymous characters as 'President,' 'Freight Forwarder,' and 'Official' telling each other about the business as if they were discussing a stamp collection on a television chat show. The speech is not totally unrealistic, but the situations certainly are. I wonder what the Japanese would make of a rather ill-informed President popping down for a quick business chat with the Freight Forwarder, for instance. But what we really want to know is whether the terminology is well introduced. Well, here's how it's done:

Freight Forwarder: You're right; packing is very important. All kinds of things can cause damage to shipments – atmospheric moisture, bilge, cargo shifting, corrosion, droppage, evaporation, pilferage, chemical reaction. But we can arrange for safe packing.

That chapter (on Packing and Shipping) attempts, in one page of similar utterances, to introduce 20 pieces of terminology. In the above single utterance, eight of these terms come up, never to be mentioned again. Therefore, if we are judging the book with reference to its aims, the dialogue fails miserably.

The accompanying cassette does serve to brighten up the dialogues, but are quite obviously read, and do no more to further the aims of the book. It may make reasonable listening or

dictation material, however. The voices are American.

Now, if the student is still unclear as to the meaning of, for example, *bilge* in the above extract, then he can look at Section B, Terminology Practice. There he is mercifully told that bilge is "sea water entering part of a ship." All such definitions are also repeated in alphabetical order in a glossary in the back of the book. He is then invited to practise such utterances as:

*Bilge often causes great damage.  
Your insurance covers bilge damage.  
Not all bilge damage is serious.*

As there are 20 items of terminology, then there are 20 such groups of practice sentences to get through. The group for *atmospheric moisture* ("wetness in the air") is:

*Atmospheric moisture can cause a lot of damage.  
Some products are not affected by atmospheric moisture.  
Atmospheric moisture is more of a problem at sea.*

According to the preface, the teacher should have the students take turns reading these sentences out loud. Apart from perhaps overcoming pronunciation difficulties, I have no idea what this could possibly achieve. The meanings of such terms should, in my view, be introduced before or during work with a far more realistic and relevant dialogue, after which the students should be quite capable of making their own utterances and sentences, without being forced. However, for telling us quite clearly what this terminology means, if only with simple dictionary-type definitions, then the book's aim is achieved. Nevertheless, it should never pass itself off as practice.

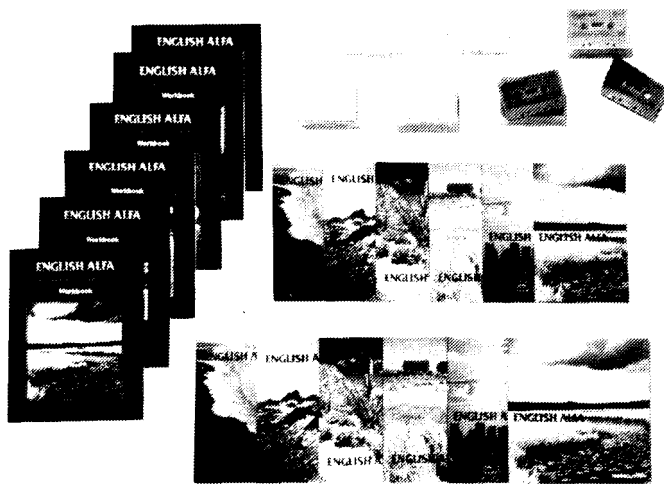
The third section, Checkup, consists of a group of 10 sentences, each with a gap which can be filled from a given list of 10 items of target terminology. For example: *And we're protected against loss by stealing, which is called* . . . . The answer, of course, is *pilferage*. Nothing much can be said about this. Yes, it does check the student's memory; no, it doesn't check – or improve – his ability to use the terms, but then that isn't what the book set out to do.

As is my duty, I've tried this book out on some classes. One group, from a trading company, is, I imagine, the sort of group at which the book is aimed. I did exactly as the teacher instructions said: Read the dialogue and 'practice' silently, listen to the tape, have the students repeat aloud the target terminology and sample sentences, have them read aloud the dialogue, then finally have them complete and correct the checkup exercise. Not a very exciting lesson. Most of the students, who were roughly intermediate, knew a lot of the terms anyway, although with rather poor pronunciation, but sometimes found the definitions in the book

(cont'd on page 46)

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rather difficult and needed the teacher's elaboration. They stumbled over the dialogue without a great deal of understanding, and certainly could not reproduce anything like it themselves (nor should they want to). The checkup exercise was reeled off with no problem. The students loved it.

Perhaps the book is aimed at slightly more advanced students, but then surely by that time they would be familiar enough with the target terminology.

The second group were private students at an international centre, for whom I thought the book might have some use when I first read the title. I used one lesson (on advertising, for such terminology as *billboards*, *mailing list*, and *market potential*), to introduce vocabulary for a simulation we were about to do, and found the book quite useless. I could teach the terms more quickly and easily myself, and then get on with some realwork. The glossary at the back of the book did help, though.

One good thing about this book is that it can be quite a valuable aid to a teacher, such as myself, who is not familiar with the terminology. Not only are the meanings useful, but it is also helpful that the terminology a class might need when dealing with a certain topic have been collected into simple lists. But that does not mean that the book is of any more than limited use in the classroom.

The book does not do what it sets out to do very well, and it can be argued that what it sets out to do is not worthwhile anyway. It falls into the two ESP traps of assuming, firstly, that all a specialist needs is extra vocabulary and away he goes, and, secondly, that this specialist is going to be so ignorant about his own field that he is going to be stimulated by such statements as: *Sometimes the government makes an inspection report*. Admittedly terminology is important, and each new addition to a student's vocabulary requires an ability to use all the other language that goes with it, but unless the student has the opportunity to produce the language freely, it's worthless. By concentrating on terminology and nothing else, this book makes the introduction and assimilation of such terminology far more difficult than it need be. If a typical business class, meeting twice a week, relies on this book alone, they won't get anywhere.

I shall conclude by listing the good points about the book:

1. It's a fair reference book: certainly for the teacher, and perhaps even for the student.

2. It requires absolutely no teaching experience to use. (However, anybody with more than a month's teaching experience may find it impossible to use.)

3. As with any ESP text, the students will

feel that some effort is being made to cater for their special needs, and so the initial response will probably be favourable.

4. The format is such that it can conveniently become the basis of many after hours business classes and, unfortunately, I am sure that this will very soon be the case.

■

実松克義・Mark W. Mullbook

『シミュレーション・トラベル I』

語研: 1984 年

P. xviii + P.299 ¥1,200

聖心女学院非常勤講師 吉田晴世

『シミュレーション・トラベル I』は、このタイトルからも察することができるように、シミュレーション（実際の状況を想定しての予行演習）というコミュニケーション学習にとってもっとも効果ある実践練習による方法を探っている。

アテネフランセ英語科専任講師の実松克義及び、日本電気国際研修所講師のMark W. Mullbook 両氏により、ビジネスマンやアメリカ旅行者を対象に作成されたこの英会話書は、語研出版で頁数 299 頁、価格 1,200 円と手頃で、耳から正しい発音を学習しようという人にはカセットも別売されている。

全13課から成り、それぞれの課は、I) シチュエーション、II) 基本対話、III) 情報、IV) シミュレーションの4つの部分から成り立っている。

著者は旅行コミュニケーションに伴う困難さについて、英語能力の不十分さと社会システム、生活習慣に関する知識の欠如の2点を挙げている。そして後者の考えを中心にこの書が生まれたわけである。一番のユニークポイントであるシミュレーションの項では、場面ごとにある状況が設定されており、さまざまな状況下で臨機応変に対処出来る表現能力を養うのに有効である。

例えば、「電話の掛け方」の課においては、ダイヤル通話・申し込み電話等の掛け方が順を追って説明されている。ダイヤル通話においては、料金投入方法、市外通話のダイヤル順序、追加料金をオペレーターが請求する場合の具体的会話練習等、失敗の許されないビジネスマンにとっては、痒いところに手が届くような配慮がなされている。

また、「道を尋ねる」の課では、学習者とアメリカ人の対話形式になっており、学習者側はすべて空白になっている。ある定められた地点からホテルに到達するのにアメリカ人の道案内に従って、学習者は本書市街地図で道順を確認し、その都度相づちを打ちながら最終的に目

的のホテルを見つけ出す。これに成功した学習者は、満足感と軽い興奮を味わうことができ、実際場面に直面してもうまく対処できるという自信を持つであろう。

さらに、この書では、出入国記録カード、電話帳のイエローページ、メニュー、地図、トラベラーズ・パスナールチェック等のイラスト、写真が豊富で、それらを使用して学習させるところなどは画期的な試みである。今までの旅行会話書の紋切り型会話暗記タイプとはかなり異なり、実践を強調していることが注目される。

ただ強いというならば、「アメリカの通貨」の課で、コインの大きさをそれぞれ実物大で紹介すればより明確であろう。

4月下旬に、『シミュレーションII』がこの書の続編として刊行されたが、両氏の力作である体験的行動派指向英会話書が、多くの人達に利用されることを望む。

## RECENTLY RECEIVED

The following materials have recently been received from publishers. Each is available as a review copy to any JALT member who wishes to review it for *The Language Teacher*. Dates in parentheses indicate the first notice in JALT Undercover; an asterisk (\*) indicates first notice in this issue.

### CLASSROOM TEXT MATERIALS/ GRADED READERS

Allan. *Come into my Castle* ("Pattern Readers" series). Macmillan, 1964. **NOTICE: The above book has been carried on the RECENTLY RECEIVED list since the Feb. 1984 issue. If no JALT member requests it by 31 July, it will be discarded.**

Amaudet & Barrett. *Approaches to Academic Reading and Writing*. Prentice-Hall, 1984. (Mar. 84 issue)

\*Auerbach & Snyder. *Paragraph Patterns*. Harcourt Brace Jovanovich, 1983.

Buckingham & Yorkey. *Cloze Encounters*. Prentice-Hall, 1984. (Mar. 84 issue)

Bury et al. *Video English* (Teaching Guides for -videocassettes 1, 2, 3, and 5). -Macmillan/British Council. 1983. (June 84 issue) **NOTICE: Review copies of the videocassettes themselves are not available, but a sampler containing extracts from all levels may be obtained in VHS, Beta, or U-Matic format.**

Byrne. *Roundabout Workbook C*. Modern English Publications, 1983. (May 84 issue)

Clarke. *The Turners at Home* ("Pattern Readers" series). Macmillan, 1966. **NOTICE: The above book has been carried on the RECENTLY RECEIVED list since the Feb. 1984 issue. If no JALT member requests it by 31 July, it will be discarded.**

Cushman. *You and Your Partner: Practical English Conversation for University Students*. Liber Press, 1984. (May 84 issue)

Curtin. *Use of English* ("Cambridge First Certificate English Practice" series). Macmillan, 1983. (Mar. 84 issue)

Granowsky & Dawkins. *Career Reading Skills, Book A*. Globe Book Co., 1984. (May 84 issue)

\*Gregg. *Communication and Culture - A Reading/ Writing Text* (Student's book, teacher's guide). Wadsworth, 1981.

Hagiwara et al. *English Through Sights and Sounds* (book, cassette). Central Press, 1983. (June 84 issue)

Hill. *Elementary Conversation Topics*. Oxford, 1983 (Apr. 84 issue)

Kagan & Westerfield. *Meet the US*. Prentice-Hall, 1984. (Mar. 84 issue)

Kaplan et al. *英単語問題集 4500*. オックスフォード大学出版局, 1984.

\*Knowles & Sasaki. *Story Squares: Fluency in English as a Second Language*. Little, Brown & Co., 1980.

Lofing. *The Story of Doctor Dolittle* ("Delta Readers" series, 600-word level). Oxford, 1983. **NOTICE: The above book has been carried on the RECENTLY RECEIVED list since the Feb. 1984 issue. If no JALT member requests it by 31 July, it will be discarded.**

Lynch. *Study Listening: Understanding Lectures and Talks in English*. Cambridge, 1983. (Mar. 84 issue)

McHugh & Gray. *Octopus: A Multi-skills Sourcebook for Short Courses in English*. Cassell, 1984. (June 84 issue)

McKay & Pettit. *At the Door: Selected Literature for ESL Students*. Prentice-Hall, 1984. (Mar. 84 issue)

\*Miller. *Punch Line: Stories for Conversation and Fun* (Student's book, teacher's book, 2 cassette tapes). Nan'undo, 1984.

Pickett. *The Chicken Smells Good: A Beginning ESL Reader*. Prentice-Hall, 1984. (Mar. 84 issue)

Pincas. *Composition* ("Cambridge First Certificate English Practice" series). Macmillan, 1983. (Mar. 84 issue)

\*Rubin & Thompson. *How to Be a More Successful Language Learner*. Heinle & Heinle,

**NOTICE: The scheduled reviewer of Seaton: A Handbook of English Language Teaching Terms and Practice, has declined to review it and has returned the book. If any other JALT member would like to assume responsibility for the review please contact the book review coeditors by 31 July. Otherwise, the book will be discarded.**

Stone. *New Cambridge First Certificate English, revised for 1984 syllabus*. Macmillan, 1983. (Mar. 84 issue)

\*Yorkey et al. *New Intercom*, books 1 and 2 (Student's book, teacher's guide, workbook for book 1). Heinle & Heinle, 1984.

## PERIODICAL

*Cross Currents* 10, 2. Language Institute of Japan, 1984. (Apr. 84 issue)

(cont'd on next page)

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### TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

- Barnes. *The American University: A World Guide*. ISI Press, 1984. (June 84 issue)  
Morgan & Rinvoluceri. *Once Upon a Time: Using Stories in the Language Classroom* ("Handbooks for Language Teachers" series). Cambridge, 1983. (Mar. 84 issue)

### IN THE PIPELINE

The following materials are currently in the process of being reviewed by JALT members for publication in future issues of *The Language Teacher*:

- Allen. *Techniques in Teaching Vocabulary*.  
Appel et al. *Progression in Fremdsprachenunterricht*.  
Azar. *Basic English Grammar*.  
Berman et al. *Practical Medicine*.  
——— *Practical Surgery*.  
Booth et al. *Hell!*  
Brims. *Camden Level Crossing*.  
Church & Moss. *How to Survive in the USA*.  
Colyer. *In England*.  
Comfort et al. *Basic Technical English*.  
Connelly & Sims. *Time and Space: A Basic Reader*.  
Costinett et al. *Spectrum 2*.  
Doff et al. *Meanings into Words*, intermediate.  
——— *Meanings into Words*, upper-intermediate.  
Field. *Listening Comprehension*.  
Harrison. *A Language Testing Handbook*.  
Holden, ed. *Focus on the Learner*.  
——— *New ELT Ideas*.  
Howatt. *A History of English Language Teaching*.  
Kearny et al. *The American Way*.  
Kenning & Kenning. *Introduction to Computer Assisted Language Teaching*.  
Kingsbury & O'Shea. "Seasons and People" & *Other Songs*.  
Madsen. *Techniques in Testing*.  
McArthur. *A Foundation Course for Language Teachers*.  
Morrison. *Word City*.  
Norrish. *Language Learners and Their Errors*.  
Peaty. *Discovery*.  
Raimes. *Techniques in Teaching Writing*.  
Rivers. *Communicating Naturally in a Second Language*.  
Rixon. *Fun and Games*.  
Roach. *English Phonetics and Phonology*.  
Rossi & Gasser. *Academic English*.  
Steinberg. *Games Language People Play*.  
Tennant. *Natural Language Processing*.  
Ttofi. *Listening Comprehension*.  
Ur. *Teaching Listening Comprehension*.  
Viz. *A Magazine for Learners of ESL*.  
Wharton. *Jobs in Japan*.  
Wright. *1000 Pictures for Teachers to Copy*.  
Widdowson. *Learning Purpose and Language Use*. Oxford, 1983. (Apr. 84 issue)

*The Language Teacher* also welcomes well-written reviews of other appropriate books or materials not listed above, but please contact the book review co-editors in advance for guidelines. It is *The Language Teacher's* policy to request that reviews of classroom teaching materials be based on in-class experience. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to:

Jim Swan & Masayo Yamamoto  
Shin-Ohmiya Green Heights 1-402  
Shibatsuji-cho 3-9-40  
Nara 630

# Bulletin Board

Please send all announcements for this column to Jack Yohay, 1-111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612. The announcements should follow the style and format of the LT and be received by the fifth of the month preceding publication.

### CALL FOR PAPERS

#### SIMULATION AND FLL

A special issue of *SYSTEM* is being planned on the use of simulation techniques in FLL, and will be basically aimed at making a step towards bridging the present gap between (non-FLL) simulation techniques and FLL methodology.

Contributions should be both theoretical and practical in scope, with an emphasis on the latter, and might deal with such topics as: LSP applications, syllabus considerations, debriefing, language content, computer simulations, using video, design, and research findings.

Potential contributors should write, within this month, to David Crookall, University of Toulon, 83130 La Garde, France, enclosing two copies of an outline of their intended contribution. The outline should contain, in not more than 200 words, a) the probable title, b) a clear plan, and c) a concise summary of the main arguments, points or considerations.

### CALL FOR PAPERS: TECHNOLOGY IN SECOND-LANGUAGE TESTING

The Seventh Annual Language Testing Research Colloquium will take place at the Educa-

(cont'd on page 50)

# GALAXIES

## The Reading Series of the Future

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(cont'd from page 48)

tional Testing Service campus, Princeton, New Jersey, on April 6 and 7, 1985, immediately prior to the 1985 TESOL International Convention.

The theme will be Technology in Language Testing. For purposes of the Colloquium, technology is understood to mean the use of computer hardware and software in the assessment of second language skills. Technology may also involve the use of computers to carry out new methods of test analysis, as well as the use of other types of hardware. While papers are invited on all topics related to language testing, preference will be given to those related to the theme. Current plans call for the Colloquium proceedings to be published and distributed by TESOL.

Researchers interested in presenting a paper should submit four copies of a one-page abstract (250-400 words) by October 15, 1984. Two copies of the abstract should display the presenter's name, affiliation, address, and telephone number in the upper right-hand corner. In order to be included in the published proceedings, the final version of papers presented at the Colloquium must be submitted no later than May 1, 1985. Please send abstracts to:

Charles Stansfield  
Language Testing Research Colloquium  
Educational Testing Service, 05-P  
Princeton, NJ 08541-0001  
U.S.A.

**SUMMER COURSE FOR JAPANESE  
TEACHERS OF ENGLISH  
University of Oregon  
July 27 - August 22, 1984**

The University of Oregon's American English Institute is offering specialized study for teachers of English in Japan. Classes will include intensive English study and seminars on new and important concepts for the teaching of English. Cultural field trips to the Oregon Coast and the Cascade Mountains and an optional tour to Sun River Resort, Lake Tahoe and San Francisco are offered. Participants will have the housing option of campus dormitories or family home-stays.

Travel and enrollment arrangements are being handled by Hankyu Express and The American Connection. Information (in English): Guy Healy, 0958-44-7686; (in Japanese) Mrs. Yoko Healy (same number).

**TEMPLE UNIVERSITY JAPAN  
Courses and Information, 1984-85**

The Teaching of Writing and Composition (Eng. Ed. 621 or Eng. 509) will be offered in Tokyo at Temple University Japan during the Second Summer Session (July 3-Aug. 9, 1984). This course is part of Temple's M.Ed. Program in TESOL offered in Japan. The course will be taught by Dr. Kenneth Schaefer, Associate Professor at Temple University and Coordinator of Temple's M.Ed. Program in Japan.

Dr. John Haskell, Associate Professor at Northeastern Illinois University and past president of TESOL (1984-84), will be a Visiting Professor in the M.Ed. Program in TESOL at Temple University Japan for the 1984-85 academic year.

Professors Haskell and Schaefer will teach TESOL Methods Part I and II (Eng. Ed. 652 & 653), The Sound System (Eng. Ed. 642), New Grammars (Eng. Ed. 624) and Elective Courses at the Osaka and Tokyo Centers during the Fall and Spring Semesters, 1984-85.

For further information about the above courses and Temple's M.Ed. Program in TESOL offered in Japan, please contact Michael DeGrande, Temple University Japan, Mitake Bldg., 1-1 5-9 Shibuya, Shibuya-ku, Tokyo 150. Telephone: 03-486-4141.

**"SPEECH PATHOLOGY  
and the  
TEACHING OF ENGLISH,"**

a lecture by Allan Stoops, Professor of English at Heian Women's Junior College, will be held in room 301 of the college campus, Muromachi-dori, Marutamachi-agaru (five minutes' walk from the Marutamachi subway stop), Kyoto, on Wednesday, July 11, at 10 a.m. The lecture will outline and give examples of some of the tenets and problems of the speech pathologist and demonstrate the relevance of speech pathology to TESOL. Following a brief description of the development of speech sounds from both neurological and physical points of view, psychological and sociological etiologies will be proposed in discussing the shortcomings of English teaching in Japan. Complex speech disorders and defects will not be discussed; the lecture will not be overly technical and should be of interest to those concerned with the practical aspects of language teaching, particularly junior and senior high school teachers.

The lecture is free. No reservations are necessary.

# Ask for HBJ

## How To Prepare for the TOEFL

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Andrew Jenkins-Murphy

More than 225,000 students take the TOEFL each year. They need this review to improve their scores. The *Introduction* includes a step-by-step guide to preparing for, registering for, and taking the test. 4 special sections explain how the test is scored, how to read the score report, and how to determine if the score is satisfactory.

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- Records and Cassettes for the listening comprehension portion of the exam
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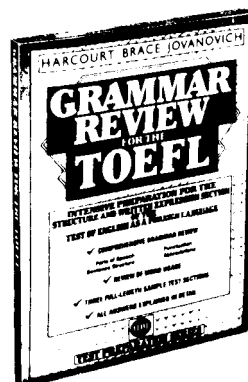
Andrew Jenkins-Murphy

**Grammar Review for the TOEFL** is the only complete grammar and usage review designed specifically for the TOEFL examination.

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ing in Japan. Ability to speak and read Japanese would be a big plus. Call Wayne between now and 17 July; evenings before 10 at 0797-34-1501.

**(SENDAI)** Full-time English teacher for children and adults. Energetic, positive, native speaker with university degree (ESL/EFL or related preferred), teaching experience and a strong interest in teaching and learning necessary. Familiarity with "new" approaches and trends (e.g., TPR, CLL, Notional/Functional Syllabi, acquisition, etc.) extremely useful. Two-year contract. Training (with pay) provided. Competitive salary. Information: New Day School, 2-15-16 Kokubuncho, Sendai 980. Tel. 0222-65-4288.

Please send all announcements for this column to Jack Yohay, 1-111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612. The announcements should follow the style and format of the LT and be received by the fifth of the month preceding publication.

**COMPUTER-ASSISTED-LANGUAGE-LEARNING SEMINAR (C.A.L.L.S.)**  
Nagoya International College, Sunday, July 8th

Demonstrations will include:

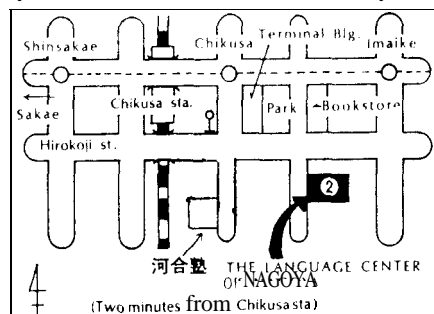
- Participants will be able to take “hands-on” computer lessons. The day will end with a plenary session in which Dr. James Nord will give a review of current C.A.L.L. as well as taking a look into the future.

Throughout the seminar there will be comprehensive displays of commercial materials. Free light refreshments will be available at the College throughout the day; lunches can be obtained easily and cheaply at nearby restaurants.

Costs: Members, ¥3,500; non-members, ¥5,000: students, half price

**Location:** The Nagoya International College (new campus, tel. 052-733-7581) is just south of Hirokojido between Chikusa and Imaike subway stations. It is about ten minutes by subway from Nagoya station on the Higashiyama line.

Info: Kazunori Nozawa, 0532-48-0399  
Andrew Wright, 052-833-7534

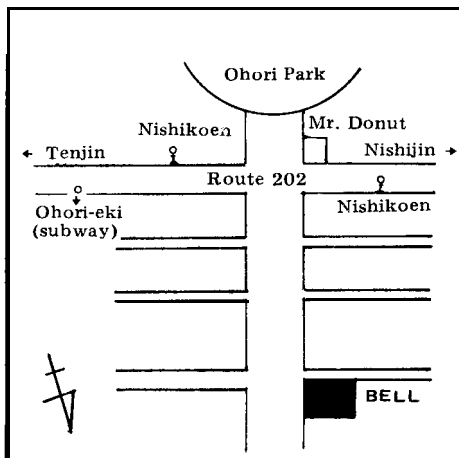


## FUKUOKA

Title: Native Speaking English Teachers:  
Wherefore in Japan?  
Date: Sunday, July 15th  
Time: 1 - 4 p.m.  
Place: Bell American School, 092-76 1-3811,  
3-4-1 Arato, Chuo-ku, Fukuoka-shi  
810 (three blocks north of Nishi-koen  
bus stop; subway: Ohori)  
Chairman: Richard Dusek  
Fee: Free  
Info: Etsuko Suzuki, 092-761-3811  
Richard Dusek, 09403-6-0395

This program will be an open forum for opinions and discussion on the presence of native speakers' teaching in schools in Japan. How can the foreign teacher adjust to the education situation? How can he/she fulfill most of the expectations of the position including his/her own? An opening talk will set the stage for discussion to follow. Hopefully the afternoon will be lively, intense and enlightening. Bring your thoughts and an open mind. It's bound to be eventful.

Mr. Dusek, working at Kyushu Institute of Technology, holds a degree in linguistics from the University of Washington and has been teaching English in the Fukuoka area for ten years. He was Fukuoka Chapter Coordinator 1980-82 and is now the chapter "membership." His interests are humanistic teaching approaches, Japanese interlanguage, tea ceremony and tennis.



## FUKUOKA (August)

Title: Walking - and Writing - in Japan  
Speaker: Alan Booth  
Date: Monday, August 6th  
Time: 1:30 - 4:30 p.m.  
Place: Shimin Kaikan, "A" Kaigishitsu, 5-1-23 Tenjin, Chuo-ku, Fukuoka 810;  
092-761-6567  
Fee: Members, free; non-members. ¥1,000  
Info: Etsuko Suzuki, Bell American School,  
092-761-3811

Mr. Booth will talk about the delights and difficulties of walking through Japan - and the problems of describing his experiences on paper.

"Author, journalist, critic. Fifteen books published. Have hosted own radio and T.V. programs. Regular contributor to *Asahi Evening News*, *Asian Wall Street Journal*, *Far Eastern Economic Review*, *Winds*, *Discovery*, *Japan Society Newsletter*. Came to Japan in August 1970 and have been here ever since."

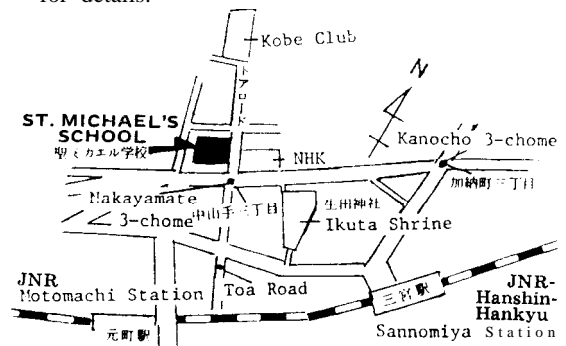
## KOBE-OSAKA JOINT MEETING

Topic: How can a Japanese Teacher and a Native Speaker Work Together?  
Speakers: Keiji Doi, Timothy Falla  
Date: Sunday, July 8th  
Time: 1:30 - 4:30 p.m.  
Place: St. Michael's International School,  
17-2, Nakayamate-dori 3-chome,  
Chuo-ku, Kobe; 078-221-8028  
Fee: Members, free; non-members, ¥1,000  
Info: Jan Visscher, 078-453-6065 (eves.)  
Kenji Inukai, 078-431-8580 (9-10 p.m.)  
Vince Broderick. 0798-53-8397

Our presenters will discuss the results of a survey on the present situation in co-teaching. They will also examine ways in which the Japanese teacher and native speaker can work together in the public school teaching environment.

Mr. Keiji Doi graduated from Kansai University of Foreign Studies and has been teaching English for ten years. Mr. Timothy Falla studied French and German at Oxford University. He has been teaching in Japan since September 1982. They are co-teachers at Ashiyaminami Senior High School.

The August meeting will be a joint meeting held with Osaka chapter at Umeda Gakuen, Osaka. See the Osaka chapter announcement for details.



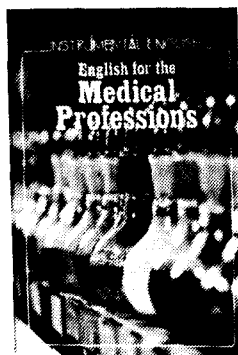
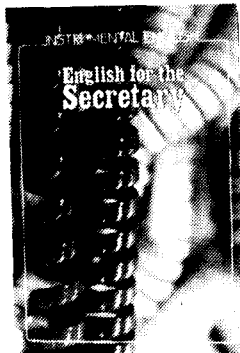
## HOKKAIDO

Topic: A practical way to reach children in English  
Speaker: Keiko Abe

(cont'd on page 55)



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This text deals with every aspect of secretarial English, including common business: vocabulary, structure and sample letters. It deals fully with the general principles of secretarial procedures, covering verbal and written communication, functional English and general office practices and procedures.

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By Lorrain Beitler and Barbara McDonald

This is a practical book written to help foreign medical students gain a firmer grasp of the English language. Certain difficult structures are found with high frequency in medical writing, and these structures often interfere with the comprehension of that text, even if the student knows the meaning of each word. In this book, these structures have been identified and explained, with the help of numerous examples.

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By David M. Stillman and Ronni L. Gordon

This textbook is designed to give the student an introduction to English banking and financial terminology, while at the same time reviewing some of the more important grammatical structures of the language!

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(cont'd from page 53)

Date: Sunday, July 22nd  
 Time: 1:30 – 4 p.m.  
 Place: Fujin Bunka Center, Odori, Nishi-19, Sapporo  
 Fee: Members, free; non-members, ¥500  
 Info: Dale Sato. 011-852-6931  
 C.A. Edington, 011-231-1121

Keiko Abe is a graduate of Keio University. She is a Teacher Trainer at ABC Kenkvukai and has published the songbook *Let's Sing-Together* (Kyobundo). She is also Director and Chief Instructor at the CALA, Cosmopolitan Academy of Language Arts.

## HAMAMATSU

Topic: Video Variations: Looking Beyond Listening Comprehension  
 Speaker: Shari J. Berman, Japan Language Forum  
 Date: Sunday, July 15th  
 Time: 1 – 4:30 p.m.  
 Place: Seibu Kominkan, 1-21-1 Hirosawa, Hamamatsu; 0534-52-0730. Please use public transportation as parking is limited.  
 Fee: Members, free; non-members, ¥500; students with ID, free  
 Info: Gary Wood, 0534-72-9056

Shari J. Berman has taught and trained teachers in the U.S. and Japan. She's recently founded Japan Language Forum and is JALT National Program Chair.

The aim of this workshop is to present and explore new angles in the medium of video. It is designed for teachers interested in finding new ways to work with video other than exploiting commercially available material. Audio dubbing, teacher-made, and student-made video ideas will be introduced.

## MATSUYAMA

Topic: Matsuyama Kokusai Toshi Tariuru Ka ("Can Matsuyama become an international city?")  
 Speakers: A panel of five people  
 Date: Sunday, July 15th  
 Time: 2 – 5 p.m.  
 Place: Shimin Kaikan  
 Fee: Members, free; non-members, ¥1,000  
 Info: Steve McCarty, 0899-3 1-8686  
 Ruth Vergin, 0899-25-0374

This meeting will be a discussion, in Japanese, considering internationally-oriented activities in Matsuyama. The panel will include the head of the Japan-American Culture Center, the Japanese language teacher at Ehime University, a local businessman, a representative of the Kokusai Koryu Kyokai, and a member of the staff of the forthcoming English-language guidebook for Ehime Prefecture.

## NAGASAKI

Topic: The MEF visit: making the most of a native speaker  
 Speaker: Helen Bechtolt  
 Date: Sunday, July 1st  
 Time: 1 – 4 p.m.  
 Place: Nagasaki University Faculty of Education, room 63  
 Fee: Members, free; non-members, ¥500  
 Info: Satoru Nagai, 0958-44-1697

## OKAYAMA

Topic: Do Textbook Characters Maintain Interest?  
 Speaker: James Swan  
 Date: Saturday, July 14th  
 Time: 2:30 – 4:30 p.m.  
 Place: Chugoku Junior College  
 Niwase, Okayama  
 Fee: Members, free; non-members, ¥500  
 Info: Akiyo Joto, 08694-3-1271 (9-10 p.m.)

James Swan will present a three-part workshop on character development in conversation textbooks. He will discuss several points to consider when analyzing characters used in textbooks. Next, in small groups, the audience will evaluate textbooks against a checklist. The last part of the workshop will be reporting the findings of this evaluation. We are requested to bring textbooks which feature characters. This is a good chance to examine and exchange ideas about conversation textbooks.

Mr. Swan has an M.A. in TESOL from the University of Hawaii and he is currently an instructor at Osaka University of Economics and Law. He is on the JALT Osaka Chapter 1984 Executive Committee. He is also a co-editor of *The Language Teacher Book Review*.

## SENDAI

Topic: A Practical Way to Reach Children in English  
 Speaker: Keiko Abe, Director, Cosmopolitan Academy of Language Arts  
 Date: Saturday, July 21st  
 Time: 4 – 7 p.m.  
 Place: New Day School  
 2-15-16 Kokubuncho, Sendai  
 Fee: Members, free; non-members, ¥500  
 Info: 0222-65-4288, 67-2911, or 62-0687

This workshop will provide specific classroom activities for children's work and play which are both creative and useful, given children's short attention span and their need for direction, attention, encouragement, and praise. Audience participation will insure that teachers can experience first-hand the applicability of the methods.

Keiko Abe holds a B.A. from Keio Univer-

(cont'd on next page)

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sity and has done graduate work at North Carolina State University. She has 10 years' experience in TEFL and EFL teacher training and has published widely.

## SENDAI (August)

Topic: English through Drama  
Speaker: Richard Via  
Details in August *Language Teacher*.

## OSAKA AREA CONFERENCE on APPLIED LINGUISTICS: STUDENTS, TEACHERS, and TEXTS

Topics and speakers (a partial list):

- 1) A way to Present Four Levels of Linguistic Meaning in the Classroom – Kazue Minamino
- 2) Expectations from English (L2) Learning to later German (L3) Learning – Rudolf Reinelt
- 3) Multi-purpose English Class: A Workshop on the Use of Literary Works of Art on Student-Centered Principles – Isao Uemichi
- 4) Teaching Children through Action and Games – Naomi Katsurahara, Sr. Regis Wright, *et al.*, Osaka Children's SIG

Dates: Saturday-Sunday, July 21-22  
Time: 1 – 5 p.m. both days  
Place: Umeda Gakuen (St. Paul's Church), 2-30 Chaya-machi, Kita-ku, Osaka 530 (turn right at the Shoko Hotel after the Sanbangai Cinema on the east side of Hankyu Umeda station)  
Fee: For both days, inclusive: members, ¥1,000; non-members, ¥2,000  
Info: Vincent Broderick, 0798-53-8397  
Edward Lastiri, 0722-92-7320

## OSAKA-KOBE JOINT MEETING

(August)

Topic, date(s), time(s): to be announced  
Speaker: Dr. Paul Byers, Teachers College, Columbia University  
Place: Umeda Gakuen, Osaka  
Info: See the August *Language Teacher* or call: Edward Lastiri, 0722-92-7320; Jan Visscher, 078-453-6065 (eves.)

## OSAKA-KOBE SIG

Topic: The Artistic Temperament: Ryunosuke Akutagawa's 'Hell Scroll' (or *Jigoku-hen*) will be discussed in comparison with Thomas Mann's 'Tonio Kroeger,' 'Tristan' and 'Death in Venice' (all included in Penguin Modern Classics), or William Somerset Maugham's 'The Moon and Six-pence' and 'Kite.'

Date: Sunday, July 8th  
Time: 1:30 p.m.  
Place: St. Michael's School, north of NHK on Tor Road., Kobe  
Info: Isao Uemichi, 06-388-2083 (eves.)

Meetings of this SIG will be held regularly during the preliminary discussion period at Kobe chapter meetings.

## TAKAMATSU

Topic: What's the Difference? Solving Students' Vocabulary Problems  
Speaker: Aleda Krause  
Date: Sunday, July 8th  
Time: 1 – 3 p.m.  
Place: Takamatsu Shimin Bunka Center  
Fee: Members, free; non-members, ¥1,000  
Info: Don Maybin, 0879-76-0827  
Shizuka Maruura, 0878-3 1-6801

Have you ever tried to explain the difference between 'except' and 'besides'? Or just why 'claim' doesn't mean the same as 'complain' – and just what they do mean; or how they differ from 'blame'? Or the correct way to use the verb 'challenge'? If these and similar problems have kept you awake at night, or caused you to doubt your ability as a speaker of English, this is the presentation for you!

The presenter will offer work currently being developed to explain some of the thorniest vocabulary problems encountered in Japan. In a workshop atmosphere, the participants will be encouraged to both contribute opinions and question the findings. Techniques and sources used in developing the exercises will also be shown to enable teachers to make their own exercises for their students' thorny problems.

Aleda Krause has taught English and German as foreign languages for over 10 years, the last six in Japan. She is also a full-time mother.

## YOKOHAMA

Topic: Some Personal Thoughts on the Use of Computers in TESOL  
Speaker: Dan Gossman  
Date: Sunday, July 8th  
Time: 2 – 5 p.m.  
Place: Yokohama YMCA, one-minute walk from JNR Kannai station (see map, May LT)  
Fee: Members, free; non-members, ¥500  
Info: Keiko Abe, 045-574-2436

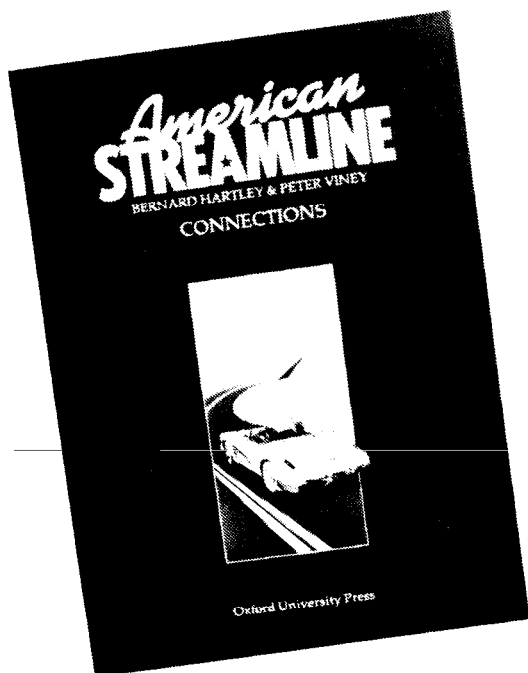
In this period of transition to the widespread use of computers in nearly every field of endeavor, language teachers, too, must consider their interaction with the computer. Mr. Gossman will present some of his random thoughts and experiences in relating TESOL and language teaching. He will base his talk loosely on some of the questions language teachers face.

(cont'd on page 58)

# American STREAMLINE

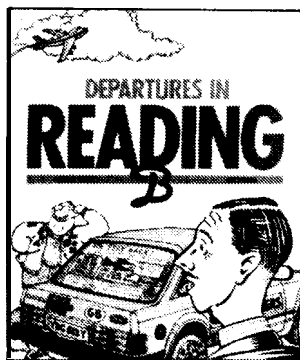
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(cont'd from page 56)

Mr. Gossman is an instructor at the Institute for International Studies and Training. He has had nearly 15 years' experience in the English language teaching field and has written several computer programs for use in preparing language classroom materials.

## TOKYO

Topic: Evaluation in Communicative Teaching  
 Speaker: Eloise Pearson  
 Date: Saturday, July 14th  
 Time: 3 - 4:30 p.m.  
 Place: Temple University Japan, Mitake Bldg.,  
 1-15-9 Shibuya (behind Shibuya Post  
 Office)  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: Stuart Luppescu, 03-486-4859 (work)  
 Caroline Dashtestani, 0467-45-0301  
 (after 9 p.m.)

The presenter will discuss how she deals with evaluation in her own in-company and university programs, then throw the meeting open for audience participation.

Topic: An Oral Approach to Introduce Gram-  
 matical Structures Leading to Written  
 Composition; for Intermediate or Low  
 Advanced Students  
 Speaker: Marcella Frank  
 Date: Sunday, July 29th

Time: 2 p.m.  
 Place: As above  
 Fee: Members, ¥500; non-members, ¥1000  
 Info: Anna Hustedde, 03-282-6687 (work)  
 Stuart Luppescu, 03-486-4859 (work)

The speaker is at present professor of English as a Second Language at the American Language Institute, New York University. Ms. Frank has given demonstrations and seminars in Europe, Morocco, and the U.S.A. She is the author of several publications and a contributor of articles to various teaching journals. She will provide practice materials for workshop participants.

## TOKYO (August)

Topic: Universal (Biological) Bases of Non-  
 verbal Communication  
 Speaker: Dr. Paul Byers  
 Info: Check your August *Language Teacher*  
 or call Caroline Dashtestani, 0467-  
 45-0301 (after 9 p.m.)

Dr. Byers has studied more than 200 languages and will demonstrate, through film, findings of universal bases of communication. He is a very popular lecturer at Teachers College, Columbia University, and is a former associate of Margaret Mead. This promises to be a lively meeting so keep your dates open for the latter half of August.



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## JALT—全国語学教師協会について

JALTは、語学教育者のために、最新の言語理論に基づく、より良い教授法を学ぶ機会を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。

JALTは、1976年に、関西地区在住の語学教師数人により設立され、現在では、日本全国に約2000名の会員を持つ全国組織となっています。また、対外的には1977年に、英語教育の分野で世界的影響力を持つ英語教師協会 (Teachers of English to Speakers of Other Languages—TESOL) の加盟団体となった他、1981年には、ユネスコ関連団体・語学教師国際連盟 (Fédération Internationale des Professeurs de Langues Vivantes—FIPLV) の日本代表団体として承認されました。

JALTの会員は、幼児語学教育に携わる者から、小学校・中学校・高等学校・大学そして語学学校等の語学教師・更に、企業内語学教育を担当する者まで、幅広い層に跨がっています。

### 出 版 物

- ◆JALT JOURNAL—JALTが年2回発行する学術誌
- ◆THE LANGUAGE TEACHER—JALTの月刊誌 (英和文併用、B5、36～72ページ)
- ◆CROSS CURRENTS—The Language Institute of Japan (L I O J) 発行の学術誌 (JALT会員には割引の特典があります)

### 年次国際大会及び例会

- ◆年次国際大会—会員及び国内外より招聘した専門家により、100を越す論文発表やワークショップ等が行なわれます。又、大会期間中には、多くの出版社が大会会場にて、教材、研究書等を展示します。
- ◆特別セミナー及びワークショップ—国内外より、指導的立場にある専門家を招いて行なわれます。
- 夏期セミナー—特に中学・高校教師を対象にしたセミナーで、より効果的な教授法の習得を図る一方、教師自身の語学力の質向上をも目的としています。
- 語学学校・塾の経営者のためのセミナー
- 企業内語学教育セミナー
- ◆各支部の例会—各支部毎に、毎月、或いは隔月に1度、例会が開かれます。原則として、会員の参加は無料です。

### 支 部

現在、全国に16の支部があります。

札幌、仙台、東京、横浜、浜松、名古屋、京都、大阪、神戸、岡山、高松、松山、広島、福岡、長崎、那覇

更に、現在、福島、静岡、金沢に新しく支部を設けるべく、準備を進めています。

### 研究助成金の支給

語学教育に関する研究や、教材の製作に、経済的援助をする事を目的として支給されるもので、会員ならば誰でも、助成金の申請をすることができます。申請の〆切りは、毎年9月1日で、助成金の受給者名は、年次国際大会で発表されます。

### 会 員

一般会員—最寄りの支部の会員も兼ねています。

共同会員—住居を共にする個人2名が対象です。JALTの各出版物が、2名に対し、1部しか配布されないという事以外は一般会員と同じです。

団体会員—同一勤務先に勤める個人が5名以上集まった場合に限られます。5名毎に、JALTの出版物が1部配布されますが、端数は切り上げます。(例えば、6名の場合は2部、11名の場合は3部配布されます。) 団体会員は、メンバーが入れ替わっても構いません。その場合、抜ける会員は会員証を返却し、新しく会員になる者の氏名、その他必要事項を報者せねばなりません。詳細は、事務局まで。

賛助会員—年次国際大会や例会等で、各社出版物等の展示を行なうことができる他、会員名簿の配布を受けたり、JALTの出版物に低額の料金の広告を掲載することができます。

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入会の申し込みは、綴じ込みの郵便振替用紙を利用するか、或いは、日本円又はアメリカドルの小切手か、郵便為替に申し込み書を添えて事務局まで郵送して下さい。例会での申し込みも受けつけています。

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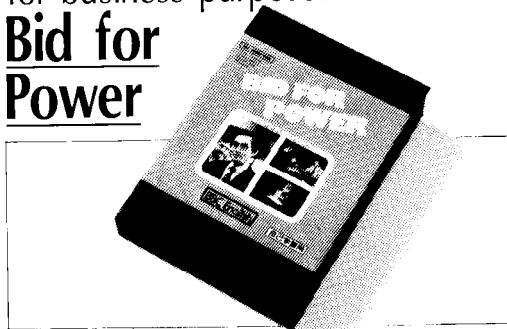
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